

# Relationship and Sex Education Policy

KINGSKERSWELL C OF E PRIMARY SCHOOL



Front

*Achieve, Believe and Create Together*

**Jeremiah 29:11**

For I know the plans I have for you, plans to prosper you and not to harm you, plans to give you **HOPE** and a **FUTURE**.

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## **Kingskerswell C of E Primary School**

### **Policy: Sex and Relationships Education**

#### **Introduction**

Sex and relationship education should be firmly rooted in the framework for PSHE.

- Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for PSHE including Citizenship and the National Curriculum.

#### **What is sex and relationship education?**

- It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships including single sex relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual activity. This would be inappropriate teaching.

It has three main elements:

- Attitudes and values
  - learning the importance of values and individual conscience and moral considerations
  - learning the value of family life, marriage, and stable and loving 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 with an absence of prejudice
  - developing an appreciation of the consequences of choices made
  - managing conflict
  - learning how to recognise and avoid exploitation and abuse.
- Knowledge and Understanding

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships
- learning about contraception and the range of local and national sexual health advice contraception and support service
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay
- the avoidance of unplanned pregnancy.

Effective sex and relationship education is best achieved through a whole-school approach, which ensures that the school's policy is appropriately set for the age and maturity of the pupils. This includes:

- involving parents and carers
- giving staff appropriate training and support
- ensuring that pupils' views are listened to.

### **Content of the sex and relationships programme**

Sex and Relationship Education programme is tailored to the age and the physical and emotional maturity of the children. It will ensure that both boys and girls know about puberty and how a baby is born, as set out in Key Stages 1 and 2 of the National Science Curriculum.

All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. In the early primary school years, education about relationships needs to focus on friendship, bullying and the building of self-esteem.

Meeting these objectives requires a graduated, age-appropriate programme of sex and relationships education. Teaching methods will take account of the developmental differences of children and the potential for discussion on a one-to-one basis or in small groups. The school has set a framework for establishing what is appropriate and inappropriate in a whole-class setting. Teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

It is important that the transition year before moving to secondary schools supports pupils' ongoing emotional and physical development effectively. As well as consulting parents more general about the school's overall policy, the school will consult with parents before the transition year about the detailed content of what will be taught. This process should include offering parent's support in talking to their children about sex and relationship education and how to link this with what is being taught in school.

The School has clear parameters on what children will be taught in the transition year before moving to secondary school. These include:

- changes in the body relate to puberty, such as periods and voice breaking
- when these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these

- how a baby is conceived and born.

## **Inclusion**

The School has a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationship education. Sex and relationship education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives.

## **Sex and relationship education with PSHE including citizenship**

Sex and relationship education should be supported by a school's wider curriculum for personal, social and health education including citizenship. In this way the school can ensure that pupils receive their sex education in the wider context of relationships and are prepared for the opportunities, responsibilities and experience of adult life.

The combined PSHE and Citizenship framework at Key Stages 1 and 2 is developed through four broad themes and makes clear what is appropriate in the early primary years and the transition year. The present requirements set out within National Curriculum Science and shown in the box below will be delivered through these four broad themes. The four themes are:

- developing confidence and responsibility and making the most of pupils' abilities
- preparing to play an active role as citizens
- developing a healthier, safer lifestyle
- developing good relationships and respecting differences between people.

At this school Sex and Relationship Education will contribute to the foundation of PSHE and Citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;
- can protect themselves and ask for help and support
- are prepared for puberty.

## **National Curriculum Science**

### **Key Stage1**

- 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 these grow into adults
- to recognise similarities and differences between themselves and others and treat others with sensitivity.

### **Key Stage 2**

- that the life processes common to humans and other animals include nutrition, growth and

- reproduction.
- about the main stages of the human life cycle.

### **Sensitive Issues**

The personal beliefs and attitudes of teachers will not influence the teaching of sex and relationships education. All staff are expected to work within the values and framework as set out in this Policy.

Puberty, menstruation and contraception will be discussed with older pupils at a level and depth that is appropriate to their stage of development and needs. Abortion, HIV/AIDS and sexually transmitted infections along with homosexuality may be considered to be appropriate areas for discussion with older pupils, if in the professional judgement of staff the need arises. These issues may then be dealt with further on an individual basis in discussion with parents and carers if appropriate. In this primary school it is not likely that these areas will form the basis for whole lessons. They are more likely to be discussed incidentally.

### **Organisation**

Sex and Relationships Education will be taught in the context of Personal Social and Health Education including Citizenship. It will be taught by the pupil's class teacher with the assistance of Health Professionals if appropriate and available.

In Yr1/2 pupils will focus on:

- Differences: living things, male and female feelings and life cycles
- How did I get here?: growth and change
- Growing up: where do I come from?, life cycles, growth and change, relationships

In Yr3/4 pupils will focus on:

- Changes
- How babies are made
- How babies are born

In Yr5/6 pupils will focus on:

- Physical and emotional changes that take place for girls at the onset of puberty
- Physical and emotional changes that take place for boys at the onset of puberty
- The development of relationships, the images of sex created by media and popular culture and marriage.
- Conception and contraception and attitudes towards sex and relationships

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### **Resources**

Living and Growing Units 1 - 3  
Channel 4 Publications

Health for Life 4 -7 and 8 -11

## **Teaching Strategies for Sex and Relationship Education**

It is essential that schools can help children and young people develop confidence in talking, listening and thinking about sex and relationships. Teachers and other staff may need to overcome their own anxieties and embarrassment to do this effectively. Partnership between school and parents is the key to success. There are a number of teaching strategies that can help this, including:

- establishing ground rules with their pupils
- using distancing techniques
- knowing how to deal with unexpected questions or comments from pupils
- using discussion and project learning methods and appropriate materials and
- encouraging reflection.

Some teachers will need training and support, perhaps by team teaching or by inviting visitors from outside services or agencies.

### **Ground Rules**

A set of ground rules will help teachers create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. Ground rules form part of this school's sex and relationship education policy. The following are the schools ground rules and will form the basis for any further rules developed in the classroom:

- no one teacher or pupil will have to answer a personal question
- no one will be forced to take part in discussion
- only the correct names for body parts will be used
- meanings of words will be explained in a sensible and factual way.

### **Distancing Techniques**

Teachers can avoid embarrassment and protect pupils' privacy by always depersonalising discussions. For example, role-play can be used to help pupils 'act out' situations. Case studies with invented characters, appropriate videos, and visits to theatre in education groups can all help pupils discuss sensitive issues and develop their decision-making skills in a safe environment.

### **Reflection**

Reflecting is crucial for learning as it encourages pupils to consolidate what they have learned and to form new understanding, skills and attitudes. Teachers can help pupils reflect on their learning by asking questions like these:

- What was it like doing this discussion today?

- What did you learn from the others, especially those who had a different experience or belief from your own?
- What do you think you will be able to do as a result of this discussion?
- What else do you think you need to think or learn about?

## **Personal Disclosure**

There may be rare occasions when a primary age child who is sexually active or is contemplating sexual activity directly approaches a primary school teacher. This should be viewed as a child protection issue.

## **Confidentiality**

Staff must be absolutely clear about the boundaries of their legal and professional roles and responsibilities. Teachers cannot offer or guarantee absolute confidentiality.

It is only in the most exceptional circumstances that schools should be in the position of having to handle information without parental knowledge. Where younger pupils are involved this will be grounds for serious concern and child protection issues should be addressed.

## **Child Protection**

Children cannot learn effectively if they are concerned or frightened about being abused or being the victims of violence in the home. They have a right to expect schools to provide a safe and secure environment. Any fears or worries they bring into the classroom should not go unnoticed by staff. Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, can lead to disclosure of a child protection issue.

If a member of a school's staff (teaching or non-teaching) suspects that a child is a victim of abuse or they have reason to believe that he/she is at risk of abuse they should follow the guidelines within the school's Child Protection Policy.

## **Working with Parents**

As a school we work in partnership with parents. This is essential to effective sex and relationships education.

Research shows that children and young people want to receive their initial sex and relationship education from their parents and families, with school and other adults building on this ladder. But many parents find it difficult to talk to their children about sex and relationships, in particular, fathers rarely take responsibility for giving sex and relationships education to their sons.

The teaching of some aspects of sex and relationship education might nevertheless be of particular concern to some parents. Teachers have a responsibility to ensure the safety and welfare of pupils and because teachers therefore act in loco parentis, parents may need to be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education within the PSHE framework. Teachers and all those contributing to sex

and relationship education are expected to work within an agreed values framework as described in the school's policy, which must be in line with current legislation.

### **Why parents are so important**

Parents are the key people in:

- teaching their children about sex and relationships
- maintaining the culture and ethos of the family
- helping their children cope with the emotional and physical aspects of growing up
- preparing children for the challenges and responsibilities that sexual maturity brings

Parents need support in:

- helping their children learn the correct names of the body
- talking with their children about feelings and relationships
- answering question about growing up, having babies, feeling attraction, sexuality, sex, contraception, relationships and sexual health.

### **Consulting Parents**

The school will work in partnership with parents, consulting them regularly on the content of sex and relationship education programmes. Parents need to know that the school's sex and relationship education programme will complement and support their role as parents and that they can be actively involved in the determination of the School's policy.

### **Parents who withdraw their children**

Parents have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory National Curriculum.

### **Working with the Wider Community**

Sex and relationships education is not the sole responsibility of schools. A range of people in the wider community including health professionals, social workers, youth workers, peer educators and visitors also provide elements of sex and relationship education. People in the wider community have much to offer at all levels of planning and delivering sex and relationship education, bringing a new perspective and offering specialised knowledge, experience and resources.

Many schools are already working closely with health professionals in the development and implementation of their sex and relationship education programmes. Health professionals such as doctors and nurses (especially school nurses) have much to offer.

### **Visitors**

Visitors to schools have discrete role and responsibility for providing sex and relationship education both informally and formally. Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teachers' responsibility to plan the curriculum and lessons

### **How the subject is monitored and evaluated**

All teachers are responsible for monitoring the pupils' progress and the quality of Sex and Relationship Education provided, but the subject leader, under the direction of the headteacher, takes a lead in this.

Monitoring activities are planned across the year. In summary there are team meetings to evaluate the impact of activities and units of work. The co-ordinator analyses teachers' weekly and termly planning files when appropriate to monitor coverage and balance of sex and relationships education.

Consultation with parents and the involvement of pupils in both planning and monitoring are encouraged at all stages.

### **Review**

This policy will be reviewed every year. The subject leader is responsible for reporting to the governors' curriculum committee about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.

Reviewed 19<sup>th</sup> May 2021

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