



Relationships and Sex Education Policy

STATUTORY POLICY

Agreed by Governors: April 2016
To be reviewed: April 2019

Sex and Relationships Education, (SRE), will be referred to as Relationships and Sex Education (RSE) at our school.

This policy also refers to Personal, social, health and economic education (PSHE).

What is Relationship and Sex Education?

Sex and Relationships Education (SRE) is an important part of PSHE education (DfE, 2014).

'SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999).

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

SRE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish.

"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights."

Report to the UN General Assembly - July 2010 | Item 69, paragraph 18

Current RSE requirements

All schools are legally obliged to have an up-to-date policy that describes the content and organisation of RSE that is taught outside science in the National Curriculum. Our policy is available to parents through the school website and a copy can be made available upon request.

Our Governing Body has a RSE appointed Governor who will report to Governors on the implementation of the school policy alongside the PSHE lead.

Compulsory aspects of RSE

The sex education contained in National Curriculum science (Key Stages 1-4) is compulsory in maintained schools. All state-funded schools must have 'due regard' to the Secretary of State's guidance on SRE (DfEE, 2000). This states that:

'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)

Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)

The Learning and Skills Act (2000) and the model funding agreements for academies and free schools require that state-funded schools ensure that within sex education children 'learn the nature of marriage and its importance for family life and the bringing up of children', and 'are protected from teaching and materials which are inappropriate'.

RSE and statutory duties in school

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it.

Updated government safeguarding guidance is now available (Keeping Children Safe in Education, 2014a) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM).

The Consultation Process

RSE is already part of our curriculum. Parents, staff and governors had previously undergone an extensive consultation process.

Due to changing the scheme of work that we will now be using in school, Jigsaw, parents will be invited to review the new materials and have an opportunity to have their concerns and question answered. Both staff and governors have been consulted and are informed of the new materials that we are using.

Principles and Values

In addition we at Queenswood Primary School and Nursery believe that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people.
- Encourage every student to contribute to our community and aim to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear

family. It includes a variety of types of family structure, and acceptance of different approaches.

- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of the programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professional, social workers, peer educators and other mentors and advisers.

Relationship and Sex Education in this school has three main elements:

Attitudes and Values

- Learning the importance of values, individual conscience and moral choices
- Learning the value of family life, stable and loving relationships, and marriage
- Learning about 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
- Challenging myths, misconceptions and false assumptions about normal behaviour

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices with absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited and exploiter)

Knowledge and Understanding

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, emotions and relationships.

Aims

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare students for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self esteem to value themselves and others
- Behave responsibly within relationships
- Communicate effectively by developing appropriate terminology for sex and relationship issues
- Understand human sexuality
- Challenge sexism and prejudice, and promote equality and diversity

Organisation of Content of Relationship and Sex Education

At Queenswood Primary and Nursery, we deliver RSE through our PSHE Programme and Science lessons. RSE is taught from EYFS through to Year 6. Both RSE and Science are taught by class teachers.

RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by class teachers. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

We use the **Jigsaw Scheme of Work** to teach PSHE and RSE. There are two units in the Summer term that complement each other in the teaching of RSE:

Relationships:

Includes understanding friendship, family and other relationships, conflict resolution and communication skills

Changing Me:

Includes understanding friendship, family and other relationships, conflict resolution and communication skills

Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer unconditional confidentiality.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- Child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures.

RSE lessons may consider questions or issues that some pupils may find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Equality and Inclusion

We have a legal duty to promote equality, (Equality Act 2010), and to combat bullying, (Education Act 2006), which includes homophobic, sexist, sexual and transphobic bullying.

Ethnic and Cultural Groups:

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Students with Special Needs:

We will ensure that young people receive relationship and sex education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation:

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that relationship and sex education is relevant to them.

Withdrawal from Relationship and Sex Education

We will inform parents of our RSE curriculum at the beginning of the school year by letter. This letter will be part of our Autumn Letter pack to parents.

Some parents prefer to take responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of RSE provided at school except those parts included in the National Curriculum Science. We would make alternative arrangements in such cases.

Parents are encouraged to discuss with staff at the earliest opportunity. Parents are welcome to review any RSE resources we use.

Parents will be made aware that schools are legally required to provide a broad and balanced curriculum. RSE topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the PHSE Co-ordinator to oversee and organise the monitoring of PHSE, in the context of the overall school plans for monitoring the quality of teaching and learning.

The Governing Body is responsible for overseeing, reviewing and organising the revision of the Relationship and Sex Education Policy.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's RSE policy, and on support and staff development, training and delivery.

Queenswood Primary School and Nursery

Relationship and Sex Education

Scheme of Work: Jigsaw RSE Content

Specific SRE learning intentions for each year group in the 'Changing Me' Puzzle.

<i>Year Group</i>	<i>Piece Number and Name</i>	<i>Learning Intentions 'Pupils will be able to...'</i>
<i>EYFS</i>	Piece 1 My body	Understand that everyone is unique and special.
	Piece 3 Growing up	Understand and respect the changes they see in themselves and others
	Piece 4 Growth and Change	
1	Piece 4 Boys' and Girls' Bodies	Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina. Respect my body and understand which parts are private.
2	Piece 4 Boys' and Girls' Bodies	Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private. Tell you what I like/don't like about being a boy/girl.
3	Piece 1 How Babies Grow	Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. Express how I feel when I see babies or baby animals.
	Piece 2 Babies	Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow . Express how I might feel if I had a new baby in my family.
	Piece 3 Outside Body Changes	Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. Identify how boys' and girls' bodies change on the outside during this growing up process. Recognise how I feel about these changes happening to me and know how to cope with those feelings.
	Piece 4 Inside Body Changes	Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up. Recognise how I feel about these changes happening to

		me and how to cope with these feelings.
4	Piece 2 Having A Baby	Correctly label the internal and external parts of male and female bodies that are necessary for making a baby. Understand that having a baby is a personal choice and express how I feel about having children when I am an adult.
	Piece 3 Girls and Puberty	Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty.
5	Piece 2 Puberty for Girls	Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally. Understand that puberty is a natural process that happens to everybody and that it will be OK for me.
	Piece 3 Puberty for Boys and Girls	Describe how boys' and girls' bodies change during puberty. Express how I feel about the changes that will happen to me during puberty.
	Piece 4 Conception	Understand that sexual intercourse can lead to conception and that is how babies are usually made. Understand that sometimes people need IVF to help them have a baby. Appreciate how amazing it is that human bodies can reproduce in these ways
6	Piece 2 Puberty	Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally. Express how I feel about the changes that will happen to me during puberty.
	Piece 3 Girl Talk/Boy Talk	Ask the questions I need answered about changes during puberty. Reflect on how I feel about asking the questions and about the answers I receive.
	Piece 4 Babies - Conception to Birth	Describe how a baby develops from conception through the nine months of pregnancy, and how it is born. Recognise how I feel when I reflect on the development and birth of a baby.
	Piece 5 Attraction	Understand how being physically attracted to someone changes the nature of the relationship. Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this.

Science and PSHE - what's the difference?

EYFS

The teaching and learning in EYFS is linked to the Early Years Outcomes for Personal, Social and Emotional Development, PSED

KS1

PSHE	Science
<ul style="list-style-type: none"> • The names for the main parts of the body (including external genitalia) the similarities and difference between boys and girls • how to maintain physical, mental and emotional health and well-being • how to manage risks to physical and emotional health and well-being • ways of keeping physically and emotionally safe • about managing change, such as puberty, transition and loss • how to make informed choices about health and well-being and to recognise sources of help with this 	<ul style="list-style-type: none"> • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense • notice that animals, including humans, have offspring which grow into adults

KS2

PSHE	Science
<ul style="list-style-type: none"> • how their body will change as they approach and move through puberty • about human reproduction • how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts • how to recognise and manage emotions within a range of relationships • how to recognise risky or negative relationships including all forms of bullying and abuse 	<ul style="list-style-type: none"> • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals • describe the changes as humans develop to old age • learn about the changes experienced in puberty • Year 5 only

<ul style="list-style-type: none"> • how to respond to risky or negative relationships and ask for help • how to respect equality and diversity in relationships 	
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Policy Review

This policy is reviewed every 3 years.

	Signed Headteacher	Signed Chair of Governors
Date of review:		
Date of next review:		