



Policy: Relationships and Sex Education Policy

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Authorised by: Governing Body

Updated by: PSHE Lead

Building Foundations for a love of life, love of learning and love of one another.

This Policy should be read alongside the School's Safeguarding Policy and PSHE Policy.

Context

"The Bible teaches us that marriage is a gift of God in creation and a means of his grace, a holy mystery in which man and woman become one flesh."

"...Marriage is given as a foundation of family life in which children are born and nurtured and in which each member of the family, in good times and in bad, may find strength, companionship and comfort and grow to maturity in love."

Church of England Marriage Service (Common Worship)

1. Introduction

We have based our school's RSE Policy on the DfEE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000) as well as the GHES (Gloucestershire Hospitals Education Service) Guidance reviewed in March 2015 and that of GHLL, published June 2017. As a Church of England school we have also taken guidance from material published by the Diocese of Gloucester.

Relationships and Sex Education (RSE) is defined as 'learning about the emotional, social and physical aspects of growing up; relationships; sex; human sexuality; and sexual health' www.sexeducationforum.org.uk 2015 Evidence briefing. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care and also about the teaching of sex and sexual health. In our school, RSE is part of the Personal, Social and Health Education curriculum; the planning is tailored to both the age and physical and emotional maturity of the children and is planned and delivered in line with Gloucestershire Guidance on Sex and Relationships Education (2007). The scheme of work we use was published in 2017 by GHLL and written in line with current guidance on good practice within primary schools. It was written for teachers, by teachers, and all material is age appropriate.

2. Aims and Objectives

We teach children about:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for their own bodies and, as and when it arises, the importance of sexual activity as part of a committed, long-term and loving relationship;
- the importance of family life;
- moral questions;
- relationship issues;
- respect for the view of other people

We ensure that all pupils:

- develop confidence in talking, listening and think about feelings and relationships

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- 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

3. Context

We teach RSE in the context of the school's aims and values framework. While RSE in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values that underpin all our work in school. In particular, we teach RSE in the belief that:

- sex education should be taught in the context of marriage and family life;
- sex education is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- it is important to build positive relationships with others involving responsibility, trust and respect;
- children need to learn the importance of self-control.

4. Consultation

We wish to encourage a policy that promotes health education, therefore we:

- consult with parents on matters of health education policy;
- ensure that staff are supported by resources from the school nurse;
- look positively at any initiatives that support us in providing the best RSE teaching programme that we can devise.

5. Organisation

Whilst we carry out the majority of our RSE teaching in our personal, social and health education (PSHE) curriculum, we also teach some through other subject areas (for example, science and PE), as this may have a significant contribution to a child's knowledge and understanding of his or her own body and how it is changing and developing.

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. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it.

For both Key Stages, we follow the material in the scheme of work for Science. In Key Stage 1 we teach children about animals, including humans, move, feed and grow; 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 we teach about life processes and the main stages of the human life cycle in greater depth.

In Years 5 and 6 we place a particular emphasis on health education, as many children experience the onset of puberty at this age. We liaise with GHLL and our school nurse regarding 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 bodies change during puberty, what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).

Parents and carers of children in KS2 are invited to view the material we use to deliver the curriculum. They are also given the opportunity to discuss this particular programme of lessons and any issues or concerns they may have regarding how they are taught.

6. The Role of Parents

At Upton St Leonards C of E Primary School, we respect that the primary role in children's RSE lies with parents and carers. 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;
- answer any questions that parents may have about the RSE of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school;
- involve parent governors in reviewing the school policy and making modifications to it as necessary;

Parents have a right to withdraw children from all or part of any sex education provided (but not from the biological aspects of human growth and reproduction necessary under national curriculum science). If a parent wishes their child to be withdrawn, 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.

7. The Role of the Local Church and Community

We encourage other valued members of the community to work with us to provide advice and support to the children in regard to health education. In particular, members of the Local Health Authority (such as the school nurse and other health professionals) and GHLL give us valuable support with our RSE programme. In addition, the local church community may be an important resource in teaching about Christian marriage.

8. Confidentiality

Teachers conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being 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. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will bring their concerns to the attention of the Designated Safeguarding Lead. The Designated Safeguarding Lead will then deal with the matter in consultation with outside professionals. (See also Child Protection Policy and Confidentiality Policy.)

9. The Role of the Headteacher and Subject Leader

Our Governing Board decides whether sex education should be included in our school's curriculum and if so what it should consist of and how it should be organised. They keep a written record of their decisions. The Headteacher ensures that both staff and parents are consulted and informed about the school's policy, and that the policy is implemented effectively.

The Headteacher or subject leader will liaise with external agencies regarding the school's RSE programme and ensure that all adults who deliver this part of the curriculum are aware of the school policy and work within this framework.

The subject leader, in consultation with the Headteacher and staff, monitors this policy on an annual basis and, when requested, reports to governors on its effectiveness.

10. Monitoring and review

The Governing Board monitors our RSE policy on an annual basis. They are kept fully informed of any comments from parents about the RSE programme.