



RELATIONSHIP AND SEX EDUCATION POLICY

Review Date: October 2018

Relationship and Sex Education (RSE) is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships and the teaching of sex, sexuality and sexual health.

Effective RSE 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 young people to make responsible and well-informed decisions about their health and well-being.

Aims and Objectives

This policy is a working document which provides guidance and information on all aspects of RSE in the school for staff, parents/carers and governors. To be accessible to all of these groups the document needs to be available on request.

This will be achieved by:

- Generating a trusting, safe atmosphere where questions can be asked and answered openly and without embarrassment when appropriate.
- Making RSE an integral part of our PSHE programme.
- Using circle time and the setting of ground rules to foster trust, security and openness.
- Providing information which is easily understood, relevant and appropriate to the age and maturity of the pupils.
- Delivering of the RSE programme by adults with whom the pupils are familiar with or in conjunction with trained health professionals.

Moral and Values Framework

The RSE programme at Monkshouse Primary School reflects the school's values and demonstrates and encourages the following:

- Respect for self.
- Respect for others.
- Responsibility for their own actions.
- Responsibility for their family, friends, schools and wider community.

Coverage

Foundation Stage

Children learn about the concept of male and female and about young animals. They also learn to develop skills that enable them to form friendships and think about relationships with others.

KEY STAGE 1

Children learn:

- That animals, including humans, have offspring which grow into adults.
- To understand the idea of growing from young to old and the changes that will occur.
- About the life cycles of some animals.
- About the importance of personal hygiene to maintain good health.
- To recognise similarities and differences between themselves and others and treat others with sensitivity.
- Identify and share their feelings with one another.
- About family relationships, different family groups and friendship.
- To recognise safe and unsafe situations and identify someone they are able to talk to and trust.

KEY STAGE 2

Children learn:

- About life processes including nutrition, growth and reproduction.
- The main stages of the human life cycle, including physical changes that take place at puberty, why they happen and how to manage them.
- Learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs.
- To recognise their own worth and identify positive things about themselves.
- To try to balance the stresses in life in order to promote their own mental health and wellbeing of others.

Delivery

RSE should not be delivered in isolation but firmly embedded in all curriculum areas including Personal, Social Health Education (PSHE). RSE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE.

Dealing with questions

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil concerned.

- Use specific ground rules for this work which will clarify boundaries for pupils.
- Clarify that personal questions should not be asked.
- If a teacher doesn't know the answer this should be acknowledged.

- Clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson.

Difficult questions

- ‘Silly questions’: children are testing boundaries and have no interest in the answer. In this case, teachers will not answer questions, and explain that they are inappropriate.
- ‘Concerning questions’: these could possibly be indicative of safeguarding issues. In this case, teachers will follow the school safeguarding procedures.
- ‘Genuine questions’: the child has a genuine but age inappropriate question. In this case, the child’s question will be acknowledged, with a promise to return to it later. The class teacher will then consult with the child’s parents, and discuss if they would like to answer, or they want school to answer, in the case of the latter, it will be discussed with parents how much information they are happy for their child to have.

Specific Issues within RSE - Withdrawal

The role of the parents

We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective we:

- Inform parents about the school’s sex education policy and practice;
- Answer any questions that parents may have about the sex education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- Make school resources available to parents to support their discussions at home should they feel the need to address issues sooner or later than in school.

Parents/Carers have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited in to see the Headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child.

Child protection and confidentiality

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, may lead to disclosure of a child protection issue. The staff member will inform the Headteacher/designated person in line with procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

How will RSE be monitored and evaluated?

- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.
- Through teacher reflections and evaluations.

- Information from staff, survey results and quantitative data will feed into the review of the RSE policy to ensure effectiveness and relevance.
- The policy will be monitored by the Headteacher and the governors.
- RSE lead teacher and subject governor will oversee delivery and attend any parent meetings.
- The policy will be reviewed bi-annually unless there is new legislation or guidance from the government.

Related Documents

PSHE Policy, SEAL, Anti Bullying Policy, Safeguarding Policy, National Curriculum and Equality Policy.

Signed _____ Chair of Governors

Signed _____ Headteacher

Date _____