

FRONT STREET PRIMARY SCHOOL



RELATIONSHIPS AND SEX EDUCATION POLICY

SEPTEMBER 2018

At Front Street Community Primary School, it is our aim to maintain an ambitious vision, with high expectations and a culture of improvement developed through a Growth Mindset. We have based our school's Relationships and Sex Education (RSE) policy on the DfEE guidance document Relationship and Sex Education Guidance (ref DfEE 0116/2000) along with guidance for the PSHE Association. In this document, Relationships and Sex Education is defined as '*learning about physical, moral and emotional development.*' *It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health.*

The Department of Health set out its ambition for all children and young people to receive high quality sex and relationships education in the Sexual Health Improvement Framework (2013), while the Department for Education's paper The Importance of Teaching (2010) highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'. Children and young people have a right to good quality education as set out in the United Nations Convention on the Rights of the Child. (Article 28)

We use RSE to inform children about matters of morality and individual responsibility within relationships. We also teach children about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It is delivered in a way that allows children to ask and explore moral questions. We do not use sex and relationships education as a means of promoting any form of sexual orientation. (Article 34, 24)

Aims:

We teach children about:

- Different types of families, all of which have equal value
- Respect for the views of other people (Article 12,13,14)
- Moral questions
- Relationship issues such as keeping safe online and seeking help (Article 16, 17)
- Recognising the role of human rights (Article 4)
- Scientific anatomical names (Article 28)
- Puberty and the physical development of their bodies as they grow into adults
- Having respect and being in control of their bodies
- The way humans reproduce
- Sexual abuse and what they should do if they are worried about any sexual matters. (Article 19, 35)

Organisation

RSE is part of the Personal, Social and Health Education (PSHE) curriculum in our school. Some aspects are also taught within the Science and R.E curriculum.

In PSHE we use the PSHE Association's Programme of study to inform our curriculum. We teach children about relationships, and we encourage children to discuss the changes that happen as they grow up. We teach about the parts of the body, including the anatomical names, inappropriate touching, why males and females are different and explain the changes that will happen during puberty. We encourage children to talk freely and ask for help if they need it. By the end of Key Stage 2 we ensure that both boys and girls know why children's bodies change during puberty, how to manage puberty and how babies are made and born in the context of an adult sexual relationship. We teach this with due regard for the emotional development of the children.

EYFS

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

Key Stage 1

Through work in science, children learn about the life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They identify, name, draw and label the basic parts of the body. They learn about the importance of personal hygiene to maintain good health. In RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

Key Stage 2

In science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction. In RE, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships

and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures. (Article 28)

Consulting Parents

We are aware that the primary role in children's RSE lies with parents and carers. We therefore wish to build a positive and supporting relationship with parents/carers through mutual trust, understanding and co-operation. To promote this we:

- Inform parents about the schools RSE policy and practice
- Answer any questions that parents may have about the RSE of their child
- Make the materials which will be used in the school's RSE's Programme available to parents

Parents have the right to withdraw their children from all or part of RSE except for those parts included in the Statutory National Curriculum. Parents are encouraged to establish exactly what is covered in RSE lessons relevant to their child's year group and discuss any concerns about lesson content with staff at the earliest opportunity. (Article 5, 18)

Role of the community

We encourage other valued members of the community to work with us to provide advice and support to the children regarding health education. In particular, members of the local health authority, such as the school nurse, health professionals and community police officers can give us valuable support with our RSE programme.

Child Protection / Confidentiality

Teachers need to be aware that effective RSE, 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 Head Teacher /Designated Child Protection person in line with the LEA procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

Our RSE policy is shared with and has input from the link governor.