



Relationships and Sex Education (RSE) Policy – Northgate Primary School

This policy covers our school's approach to the teaching of Relationships and Sex Education in the Early Years and Key Stages 1 and 2. It has been produced following extensive consultation with parents and staff and incorporates current statutory requirements alongside the best professional advice and practice.

It has been written in recognition of the fact that our children learn about relationships and sex from the very youngest age, even if we don't talk with them about the subject. Some of the things they learn are incorrect, confusing and frightening. In a world where sex is used to sell everything from food to fast cars and where access to a whole gamut of information, useful or otherwise, is available at the press of a button on the internet, we need to talk to our children to help them make sense of it all.

Aims

The aims of sex and relationship education (SRE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Statutory Requirements

Primary schools are required to teach the elements of sex education contained in the science curriculum.

Under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which:

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

The 2006 Education and Inspections Act laid a duty on Governing Bodies to

- *promote the well-being of pupils at the school.*

'Sex and Relationship Education Guidance' (DFE July 2000) states;

- *Sex and Relationships Education is lifelong 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'.*

Core Values

As a result of consultation with Parents and Staff the core values that will underpin our Relationships and Sex Education programme are;

- The promotion of safe, equal, caring and enjoyable relationships and discussion of real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Working in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home.

- A positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
- The delivery of lessons where pupils feel safe and the encouragement of participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Giving pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views.
- Lessons taught by staff regularly trained in RSE and PSHE (with expert visitors invited to enhance and supplement the programme where appropriate).

Intended Outcomes

The learning outcomes of our programme will be that pupils will;

- Be able to make responsible, informed and healthy decisions about their lives, both now and in the future.
- Be able to respect themselves and others so they can move confidently from childhood to adolescence and into adulthood.
- Develop feelings of self-worth and confidence especially in relationship to others.

Sex and Relationships Education in the context of the National Curriculum

SRE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of SRE are taught within the science curriculum, and other aspects are included in religious education (RE).

Legal Requirements

Northgate primary has a statutory duty to teach the following as part of the National Curriculum.

Key Stage 1

- Notice that animals, including humans, have offspring which grow into adults.

Key Stage 2

- 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.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Parents do not have the right to withdraw their child from these aspects of the science curriculum.

EYFS/Nursery

Children learn about the concept of male and females and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others. They will be encouraged to use correct anatomical language for body parts and functions.

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 things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and PSHE they reflect on family relationships, different

family groups and friendship. They learn about the 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 how to deal with them, through the PATHS programme.

They also begin to 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 and PSHE, they continue to develop an understanding of relationships within a family, between friends and the community in the context of British Values. They learn how to develop the skills needed to form relationships and to respect other people's emotions and feelings. They consider how to make simple choices and develop the skills to resist pressures that may threaten their wellbeing.

The Relationships and Sex Education programme in Years 5 and 6 is delivered by class teachers. Lessons use resources provided by the Christopher Winter Project (quality assured by the PSHE Association), supplemented with some BBC online resources. They cover the following themes:

Year 5 – 'Talking about Puberty', 'Male and Female Changes', 'Puberty and Hygiene'

These sessions cover the physical and emotional changes that take place during puberty, why they happen and how to manage them.

Year 6 – 'Puberty and Reproduction', 'Understanding Relationships', 'Conception and Pregnancy', 'Communicating in Relationships'

These sessions explain how babies are made within the context of a stable, loving relationship. They show the children how a baby develops in the womb and how a baby is born. Children will also learn when it is appropriate to share private information in a relationship and where to get help if an online relationship goes wrong.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Use of correct anatomical language for body parts and functions of the body (Correct names for sexual parts of the body should be taught to younger children. This provides them with the language to describe unwanted behaviour and report abuse – Ofsted 2013)
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

Policy and Practice

- A designated teacher (Mrs L Hanger) will have overall responsibility for the provision of the programme, for monitoring developments within sex education and for recommending to governors any amendments she feels necessary and appropriate.

- Parents will receive prior notice of the SRE programme to enable them to discuss issues with staff or their children.
- Materials used in the SRE programme will be available to parents on request. Parents may withdraw their children from all or part of the non-statutory elements of the school's RSE programme. Alternative work will be set for any pupils withdrawn from RSE lessons and parents will be offered relevant material should they wish to cover the subjects at home with their child.
- Children will be taught in their class groups.
- If questions are asked by children outside the SRE lessons, the designated SRE teacher will use his or her discretion in answering them in a suitable manner and at a suitable time.
- Every child, including those with protected characteristics (see Equality policy) is entitled to receive RSE. Our programme will deliver teaching at a level which is age and developmentally appropriate with differentiated provision if required.
- When appropriate, visitors such as the school nurse may be involved in the delivery of Relationships and Sex Education.
- The school's RSE policy is subject to annual review.

Dealing with Difficult Questions

Ground rules are essential to provide an agreed structure for answering sensitive or difficult questions. Pupils will have the opportunity to submit questions in advance in the class 'Ask it Basket'. Other 'distancing techniques' may be employed during lessons. Teachers will endeavour to answer questions as honestly as possible but questions they do not feel comfortable answering within the classroom or ones which are not age appropriate and are beyond the Key Stage 2 objectives will not be answered or explored.

Confidentiality and Safeguarding

Teachers are aware that effective RSE teaching, which covers what is and what is not acceptable in a relationship, may lead to disclosures that will need to be dealt with under school Safeguarding procedures. School procedures will be followed with any child protection/safeguarding concerns reported to the DSL in the established manner.

Monitoring and Evaluation

Monitoring is the responsibility of the Head Teacher and named governor. The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

This policy document will be available to parents via our school website or as a paper copy if requested from the school office.

Agreed by Staff: January 2018

Agreed by Governors: February 2018

Reviewed annually

Signed:



Chair of Governors