

Thurlbear CE VA Primary School Relationship and Sex Education Policy

This policy should be taken as part of the overall strategy of the School and implemented within the context of our vision, aims and values as a Church of England School.

Governors, Headteacher and staff believe that high quality and effective Relationship and Sex Education (RSE) is essential if our pupils, as they grow, are to make responsible and well informed decisions about their lives. It contributes to promoting the spiritual, moral, social, cultural, emotional, mental and physical development of our pupils, preparing them for the opportunities, responsibilities and experiences of adult life. We understand that there is a statutory requirement for us to have in place such a policy compiled by the School Governors.

We believe RSE should not be delivered in isolation, but be firmly rooted in our Personal, Social and Health Education and Citizenship programme, supplemented by Science and other subjects of our taught curriculum.

Aims and Objectives:

The objective of relationship and sex education is to help and support young people through their physical, emotional and moral development. A successful programme will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. We aim to provide an RSE programme which:

- is tailored to the age and the physical and emotional maturity of the children.
- ensures that both boys and girls know about puberty and how a baby is born – as set out in KS 1 & 2 of the National Science Curriculum.

We will teach children:

- about puberty before they experience the onset of physical changes, including those who develop earlier than the average,
- to respect themselves and others, and understand difference.
- about the nature of marriage and its importance for family life and for bringing up children, while recognising that there are strong and mutually supportive relationships outside marriage.. Teaching will be sensitive so as not to stigmatise children on the basis of their home circumstances.
- in Y6, the transition year before moving to secondary school, we will support pupils' ongoing emotional and physical development effectively.

What is relationship and sex education?:

It is lifelong learning about physical, moral and emotional development. It is about the understanding of 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. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. It has three main elements:

Attitudes and values

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and – developing critical thinking as part of decision-making.

Personal and social skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict; and – learning how to recognise and avoid exploitation and abuse.

Knowledge and understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and
- the avoidance of unplanned pregnancy.

Working in Partnership with parents

The school is committed to working in close partnership with parents and carers who are the key people in teaching their children about relationships and sex.

We recognise that Parents are the key people in:

- teaching their children about relationships and sex;
- maintaining the culture and ethos of the family;
- helping their children cope with the emotional and physical aspects of growing up; and_ preparing them for the challenges and responsibilities that sexual maturity brings

The School aims to support parent through RSE by:

- helping their children learn the correct names of the body;
- talking with their children about feelings and relationships; and
- answering questions about growing up, having babies, feeling attraction, sexuality, sex, contraception, relationships and sexual health.

Can parents withdraw their child form RSE?

In line with DfE guidance, this policy has been drawn up with consultation with parents in order to take into account their views, and therefore we hope they will not feel the need to withdraw their child from RSE. However, Parents have the right to withdraw their children from some or all of the sex education delivered as part of the statutory RSE. If requested, alternative arrangements will be made for individual pupils, but it is hoped that this will not be necessary. If so, parents should consult with the Headteacher to discuss appropriate arrangements.

Child Protection

In addition to what is put in place in the school's relationship and sex education policy to inform and counsel pupils on relationships and sex, there will be rare occasions when a teacher is directly approached by a primary child who is sexually active or contemplating sexual activity. This will always raise child protection issues and sensitive handling will be needed to ensure that a proper balance is struck between the need to observe the law and the need for sensitive counselling and treatment including protection from disclosure to inappropriate adults.

On line Safety

As part of the ICT curriculum there will be discussion of issues of Online Safety and Sexting.

Equality

Under provisions of the Equality Act, teachers will ensure that the needs of all pupils are met and that all pupils understand the importance of equality and respect.

How is RSE taught and who is responsible for providing it?

RSE is taught by the class teachers using a scheme of work by Jigsaw. Information about the scheme of work can be found on the website: www.jigsawpshe.com

This resource provides a comprehensive, carefully thought-through scheme of work that brings consistency and progression to our children's learning in this vital curriculum area.

- Equal focus will be given to the needs of boys and girls, including single sex groups and discussion as appropriate
- RSE will be both culturally appropriate and inclusive of all children.
- The needs of children with SEN will be met sensitively and appropriately
- Teachers will deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There will be no direct promotion of sexual orientation.

RSE and the National Curriculum Science

Below is outlined the compulsory aspects of RSE within the science curriculum.

Key Stage 1

1. b) that animals including humans, move, feed, grow, use their senses and reproduce
2. a) to recognise and compare the main external parts of the bodies of humans
- f) that humans and animals can produce offspring and these grow into adults
4. a) to recognise similarities and differences between themselves and others and treat others with sensitivity.

This is taught:

Key Stage 2

1. a) that the life processes common to humans and other animals include nutrition, growth and reproduction
2. f) about the main stages of the human life cycle

This is taught:

Appendix 1 provides teachers with a range of teaching strategies to support RSE

Monitoring and review

The Curriculum Committee of the governing body monitors our Relationship and Sex Education policy on an annual basis. This committee reports its findings and recommendations to the full governing body. The curriculum committee gives serious consideration to any comments from parents about the RSE programme.

Appendix 1: Teaching Strategies for Relationship and Sex Education

This section looks at practical strategies for teaching relationship and sex education.

Children are naturally curious about growing up, how their bodies work and how humans reproduce. Their questions need to be answered honestly, using language and explanations appropriate for their age and maturity, thus avoiding unnecessary mystery, confusion, embarrassment and shame.

It is essential that we can help children and young people develop confidence in talking, listening and thinking about sex and relationships. There are a number of teaching strategies that will help this, including:

- establishing ground rules with their pupils;
- using 'distancing' techniques;
- knowing how to deal with unexpected questions or comments from pupils;
- using discussion and project learning methods
- encouraging reflection

Ground rules

A set of ground rules will help teachers create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. Ground rules might be developed as part of the school's sex and relationship education policy or individually with each class or year group. For example, one class worked out this set of ground rules together:

- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct names for body parts will be used; and
- meanings of words will be explained in a sensible and factual way.

Distancing techniques

Teachers will avoid embarrassment and protect pupils' privacy by always depersonalising discussions. For example, role play can be used to help pupils 'act out' situations. Case studies with invented characters, appropriate videos, and visits to theatre in education groups can all help pupils discuss sensitive issues and develop their decision-making skills in a safe environment.

Dealing with questions

Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. Many teachers are concerned about responding to unexpected questions or comments from pupils in a whole-class situation. Having a set of ground rules should reduce the chances of this happening but teachers will need support and training so that they are prepared for the

unexpected. For example: _ If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a school counsellor, school nurse, helpline, or an outside agency or service;

- _ If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the pupil or teacher or both together research the question later;
- _ If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect the teacher must remember to talk with the pupil later; and
- _ If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures.

Discussion and project learning

Research into what makes sex and relationship education effective shows that discussion and project learning encourages learning and is enjoyed by pupils. Pupils take part in a structured activity in which they can:

- _ draw on previous knowledge to develop more understanding;
- _ practise their social and personal skills;
- _ consider their beliefs and attitudes about different topics;
- _ reflect on their new learning; and
- _ plan and shape future action.

Active learning is most effective when pupils are working in groups. Methods include discussion techniques such as the use of circle time in primary schools, case studies and project work.

Teachers should also assess the usefulness of providing factual information in written form for young people to keep for future reference.

Reflection

Reflecting is crucial for learning as it encourages pupils to consolidate what they have learned and to form new understanding, skills and attitudes. Teachers can help pupils reflect on their learning by asking questions like these:

- _ What was it like doing this discussion today?
- _ What did you learn from the others, especially those who had a different experience or belief from your own?
- _ What do you think you will be able to do as a result of this discussion?
- _ What else do you think you need to think or learn about?