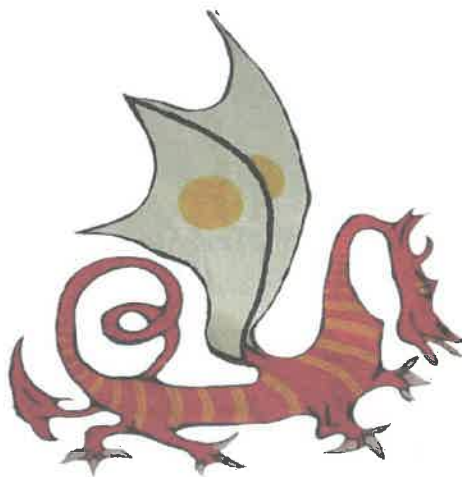


Newbold Verdon Primary School



Relationships & Sex Education Policy

Adopted by Business Management Committee

March 2019

Signed by Chair

A handwritten signature in black ink, written over a horizontal line. The signature is cursive and appears to be 'S. Hill'.

Statutory Policy

Review date: March 2022

Relationships and Sex Education Policy



Healthy Schools Leicestershire Healthy Schools Programme

Context/Introduction

- “All schools must have an up to date RSE policy which is made available for inspection and to parents. The policy must:
 - Define relationships and sex education;
 - Describe how relationship and sex education is provided and who is responsible for providing it;
 - Say how relationship and sex education is monitored and evaluated;
 - Include information about parents’ right to withdrawal; and
 - Be reviewed regularly”

Sex and Relationship Education Guidance (DfEE 0116/2000)

Relationships and Sex education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive teaching of relationships and sex education does not make young people more likely to become sexually active at a younger age.

Newbold Verdon Primary School is a smaller than average Leicestershire school, which includes three classes for children with severe autism. The school has approximately 240 children on role who are predominantly Christian.

Aims and Objectives for Relationships and Sex Education

The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

This should take place with consideration of the qualities of relationships within families.

The objectives of Relationships and Sex Education are;

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils’ self esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils’ develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support



- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

The teaching programme for Relationships and Sex Education

Legal requirements

All schools must teach the following as part of the National Curriculum Science Orders. Parents do not have the right to withdraw their child/children from these lessons.

National Curriculum Science

Key Stage 1

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

Key Stage 2

- a) that the life processes common to humans and other animals include nutrition, growth and reproduction.
 - b) about the main stages of the human life cycle.
- Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.
 - It is our intention all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required.

Such a programme can successfully follow the outline given below:

Foundation

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 life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship 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 including birth of a baby in years 5 & 6.

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and Citizenship, 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.

Relationship and sex education should focus on the development of skills and attitudes not just the acquisition of knowledge.

This content has been agreed in consultation with governors, parents and teaching staff.

The organisation of Relationships and Sex Education

The PHSE Leader is the designated teacher with responsibility for coordinating relationships and sex education.

Relationships and sex education is delivered through science, RE, PSHE, Citizenship, literacy activities and circle time. Relationships and sex education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

A range of teaching methods which involve children's full participation are used to teach relationships and sex education. These include use of video, discussion, looking at case studies, drama and role play.

Relationships and sex education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant.

Resources to teach relationships and sex education include fiction, reference books, leaflets and extracts from videos.

Channel 4 Living and Growing video Unit 1, 2 & 3.

Unit 1 Differences / How did I get Here? / Growing up

Unit 2 Changes / How babies are made / How babies are born

Unit 3 Girl talk / Boy talk / Let's talk about sex

Available from 4 Learning, PO Box 400 Wetherby LS23 7LG Tel 08701 246444

Planning follows the whole school PHSE scheme from Cambridge PHSE Services.

Relationships and sex education is monitored and evaluated by the PHSE Leader as part of the school's development plan. As a result of this process changes will be made to the relationships and sex education programmes as appropriate.

Moral and Values Framework

Relationships and sex education will reflect the values of the PSHE (Personal Social and Health Education) and Citizenship programme. RSE will be taught in the context of relationships.



In addition RSE will promote self esteem and emotional health and wellbeing and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community. Content regarding LGBT will be taught with reference to the law and be integral to the programme of study.

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. We have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE, 2014b).

We have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

Specific Issues

- **Parental consultation**

The school includes information on relationships and sex education on the school website and in the school prospectus.

The school informs parents when aspects of the relationships and sex education programme are taught and provides opportunities for parents to view the videos and resources being used.

Parents have the right to withdraw their children from those aspects of relationships and sex education, not included in the National Curriculum Science Orders, alternative work would be set.

However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child’s education.

- **Child Protection / Confidentiality**

Teachers need to be aware that effective relationships and sex 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 Head Teacher/Designated Child Protection person in line with the LA procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

- **Links with other policies**

This policy is linked with the following policies:

PSHE & Citizenship
Equal Opportunities
Child Protection
Confidentiality
Behaviour

Anti Bullying

Copies of these policies can be requested from the school office.



- **Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. (For example, contacting the school nurse for specific guidance).

- **Use of visitors**

"Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons."
Relationships and Sex Education Guidance DfEE 0116/2000 P 29 6.11

When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education, particularly in Key Stage 2.

- **Children with special needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of relationships and sex education. 'Preparing for Adulthood' Outcomes from the SEND code of practice will be taken into consideration for SEND pupils.

Monitoring and Evaluation

Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for relationships and sex education.

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by, questionnaires to teachers and children and feedback from parents. The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

RSE issues will be included in the induction programme for all new members of staff.

People involved in developing this policy:

Teachers

Parents

Other staff members

Governors

Reviewed: 20/3/19

Review next: March 2022

