

'Do Everything In Love' - 1 Corinthians 16 v14

Relationships and Sex Education Policy



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1.0 Aims

- 1.1 The aim of relationship and sex education (RSE) is to provide children with age appropriate information to 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.
- 1.2 We believe it is the duty of our school to give young people the learning that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation, pressure or abuse.
- 1.3 Documents that inform the school’s RSE policy include:
 - Education Act (1996)
 - Learning and Skills Act (2000)
 - Education and Inspections Act (2006)
 - Equality Act (2010),
 - *Supplementary Guidance SRE for the 21st century (2014)*
 - *Keeping children safe in education – Statutory safeguarding guidance (2016)*
 - Children and Social Work Act (2017)
 - The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (July 2019)

2.0 Objectives

- 2.1 The objects of relationship 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 relevant skills (in language, decision making, 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.

3.0 The Teaching Programme for Relationships & Sex Education

- 3.1 Relationships & Sex Education is compulsory from age 11 onwards and Relationships Education is compulsory in ALL schools. However, at St Andrew’s, we believe it is essential to teach non-compulsory RSE throughout Key Stages 1 and 2 as part of a broader PSHE curriculum. Some components of RSE are compulsory –these are part of the National Curriculum for Science.

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4.0 Legal Requirements

4.1 All schools must teach the following as part of the National Curriculum Science Programme of Study; parents do not have the right to withdraw their child/children from this content.

National Curriculum Science	
Key Stage 1	Key Stage 2
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> •notice that animals, including humans, have offspring which grow into adults. •that animals including humans, move, feed, grow, use their senses and reproduce. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> •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.

4.2 Every child is entitled to receive these aspects of RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs and home background. It is our intention all children have the opportunity to experience a programme of RSE at a level that 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 on-going 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 PSHE, 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 the birth of a baby in Years 5 & 6. Children are taught about the physical, emotional and social changes at puberty, which include the importance of personal hygiene. In RE and PSHE, 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

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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.

5.0 Menstruation

5.1 We recognise that the onset of menstruation can be a confusing or distressing time for children if they are not prepared. As a school, we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period. We deliver puberty lessons to all children in Key Stage 2 and during these lessons we highlight the location of sanitary bins available in school.

6.0 Teaching and Learning

6.1 Relationships & Sex Education focuses 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.

6.2 Relationships and Sex education in its wider sense of human life, care, love, responsibility, feelings, relationships, growth and change is built into the whole curriculum at St Andrew’s. Such education is delivered through Science, RE, PSHE, Citizenship, Literacy activities and Circle Time.

6.3 In addition, at St Andrew’s, we are aware that we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive. Equally, it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. Furthermore, all teaching should reflect the law as it applies to relationships, marriage, adoption and care.

6.4 Relationships & 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 sex and relationship education. These include use of video, discussion, looking at case studies, drama and role-play.

6.4 Relationships & Sex Education is usually delivered in mixed gender groups.

6.4 Resources to teach Relationships & Sex Education include fiction, reference books, leaflets and extracts from videos. Most of the resources used are from the Jigsaw scheme (PSHE) and Understanding Christianity (R.E.).

7.0 Parental Consultation

7.1 The school includes information on Relationships & Sex Education in the school prospectus and full details are available on request.

7.2 The school informs parents when aspects of the Relationships & Sex Education programme are explicitly taught and provides opportunities for parents to view the videos and resources prior to them being used in class.

7.3 Parents have the right to withdraw their children from those aspects of Relationships and Sex Education, not included in the National Curriculum Science Programme of Study if they wish. In these circumstances, alternative work is set.

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8.0 Child Protection / Confidentiality

- 8.1 Teachers are 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.
- 8.2 The staff member will inform the Head Teacher /Designated Safeguarding Lead in line with the LEA procedures for child protection if such a disclosure is made.
- 8.3 All members of staff have up-to-date child protection training and cannot promise confidentiality if concerns about a child exist.

9.0 Dealing with Difficult Questions

- 9.1 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.
- 9.2 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.

10.0 Use of Visitors

- 10.1 Where appropriate, visitors such as the school nurse may be involved in the delivery of Relationship and Sex Education, particularly in Key Stage 2.

11.0 Children with Special Needs

- 11.1 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 Relationship and Sex Education.

12.0 Monitoring and Evaluation

- 12.1 Relationships and Sex Education is monitored and evaluated by the Headteacher, the Full Governing Body and teacher with responsibility for Relationships and Sex Education, as part of the school’s development plan.
- 12.3 As a result of this review process, changes will be made to the Relationships and Sex Education programmes as appropriate.
- 12.4 The school will assess the effectiveness of the aims, content and methods in promoting students’ learning by lesson observation, sampling teachers’ planning, and questionnaires to teachers, parents and children.
- 12.5 This policy document is placed on the school website following approval by the full governing body.

13.0 Links with Other Policies

This policy is linked with the following policies:-

- Curriculum
- Equal Opportunities
- Safeguarding/Child Protection
- Confidentiality
- Health and Safety

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- Inclusion
- PSHE
- R.E.
- Behaviour
- Anti-Bullying
- Internet Use and Safety
- Special Educational Needs
- Guidance from the Church Diocese

