

# **Richmond Avenue Primary & Nursery School**



## **Relationship & Sex Education Policy**

Updated: September 2020

## **Introduction**

In this document, Relationship & Sex Education (RSE) is defined as: learning about physical, moral and emotional development. It is about understanding the importance of stable, positive and loving relationships such as marriage for family life, respect, love and care; it also includes relationships with other children and adults outside of the family and online. In addition, RSE involves learning about sex, sexuality and sexual health.

When we inform our pupils about sex education about sexual issues, we do this with regard to morality and individual responsibility in a way that allows children to ask and explore moral questions. We do not use RSE as a means of promoting any form of sexual orientation.

The teaching of Relationship & Sex education is part of the personal, social, health and citizenship curriculum (PSHCE) as well as the Science Curriculum.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education

## **Aims and objectives**

In Relationship & Health Education, we teach children about:

- The fundamental building blocks and characteristics of effective relationships
- Friendships, families and other types of relationships
- Understanding personal space and boundaries
- Showing respect for lives and relationships that differ to our own
- A range of family forms (including single parent, LGBT, adoptive, fostered and others)
- Positive emotional and mental wellbeing
- The importance of family life
- Moral questions
- Relationship issues
- Respect for the views of other people
- Understanding that their body is their own and it is acceptable to say 'No'.
- The physical development of their bodies as they grow into adults
- The way humans reproduce
- Respect for their own bodies and the importance of sexual activity as part of a committed, long-term, loving relationship

## **Context**

Although RSE is not taught as a separate subject throughout the school it forms part of an awareness of the moral code and values which underpin all our work in school. RSE lessons are taught by Teachers, Cover Supervisors and Learning Mentors as part of PSHCE lessons and Science lessons.

In the appropriate year group (usually Years 5 & 6) children are also given information about sexual behaviour and RSE is taught on the understanding that:

- it is taught in the context of marriage or a stable relationship and family life
- it is part of a wider process of social, spiritual, and moral education
- children should be taught to have respect for their own bodies
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity
- it is important to build positive relationships with others involving trust and respect.
- children need to learn the importance of self control.

## **National Healthy School Standard**

We participate in the National Healthy School Standard scheme, which promotes health education. As participants in the scheme we:

- consult with all members of the school community on matters of Health Education Policy, which includes RSE
- make teachers aware of RSE issues and policies
- look positively at any local or national initiatives that support us in providing the best SRE programme that we can devise.

## **Organisation**

Through the Personal, Social, Health and Citizenship curriculum (PSHCE) children are taught to have an understanding of and respect for their own lives, relationships and bodies and, are made aware that they are special. They are also taught about their responsibilities to others and relationship issues. Much of this curriculum is delivered through discussion and Circle Time activities through the Jigsaw scheme of work led by class teachers and members of the Leadership Team.

In the Science curriculum children are taught about growth and change life processes and the human life cycle in an age appropriate way.

Children are taught about the main parts of the body, including names of all key body parts and how they work and, in the upper school both boys and girls learn about menstruation and other changes i.e. how boy's voices will change during puberty.

In Years 5 & 6 we place a particular emphasis on health education, as many children begin to experience puberty at this age. We take advice from DfE documentation and the LA about suitable teaching materials to use with our children in these lessons. Staff do their best to answer all questions with sensitivity and care.

Throughout the school, PSHCE lessons are taught following the PSHCE scheme of work, we also utilise the teaching resources and lesson plans using the 'Growing Up with Yasmine and Tom' programme, as agreed through Local Authority. For those children that may require additional or differentiated teaching and support to understand the RSE we have differentiated resources and teaching methods to ensure the curriculum is accessible to all pupils.

The teaching of sex education is not compulsory for primary schools. Pupils will learn about puberty through a variety of ways including talks delivered by staff and possibly health professionals and as part of science and health education lessons in year 4/5/6. Other aspects of sex education will not be covered unless safeguarding concerns determine otherwise. Parents will be informed in advance if that happens.

Headteachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum. (Quoted from: Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers 2019).

### **Role of parents and carers**

The school is well aware that the primary role in children's Relationship & Sex Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents and carers of children in our school through mutual understanding, trust and co-operation.

In promoting this objective we:

- inform parents and carers about the school's Relationships and Sex Education Policy and practice.
- answer any questions that parents and carers may have about the education of their child in relation to friendships, relationships, health and sex education.
- take seriously any issue that parents and carers raise with teachers or governors about this policy or the arrangements for RSE in the school.

We believe that through this mutual exchange of knowledge and information children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Parents and carers have the right to withdraw their child from all or part of the sex education programme that we teach in our school. The school will make available to parents and carers any resources used to allow them to make informed decisions. Parents are also made aware that they do not have the right to withdraw their children from Science lessons which may teach anatomy or reproductive cycles or, from lessons on Relationships and Health education.

### **Answering the Child's Questions and Disclosure of Abuse**

Children's questions and anxieties are dealt with sensitively and privately in an attitude of partnership with parents and carers. However, if a child makes reference to being involved, or likely to be involved, in sexual activity then the member of staff will follow the procedures outlined in the Safeguarding and Child Protection Policy. Staff respond in the same way if a child indicates they may have been a victim of abuse. In these circumstances the member of staff will inform the Designated Safeguarding Lead as a matter of urgency. The Lead will follow local and national guidance in dealing with such incidents.

## **The role of the SLT**

It is the role of the Headteacher to ensure that staff, parents and carers are informed about our Relationships and Sex Education Policy and that it is implemented effectively.

It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The school monitors Relationship, Sex & Health Education through its internal monitoring cycle and procedures to ensure appropriate delivery, content and coverage.

*This policy will be reviewed in line with our policy cycle and statutory requirements*