

Garden Suburb Junior School

Relationship and Sex Education Policy

1 Introduction

- 1.1 Our school's policy on relationship and sex education (RSE) is based on the requirements of the Education Act 1996, the Learning & Skills Act 2000 and the DfE document 'Sex and Relationship Education Guidance' (DfES 0116/2000). This continues to be the recommended RSE guidance under the current government (from 2013).
- 1.2 In the DfE document, RSE is defined as 'learning about physical, moral and emotional development'. The guidance states, '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'.
- 1.3 RSE is part of the personal, social and health education (PSHE) curriculum in our school. We have therefore also used the PSHE Association's Programme of Study to help inform the content of our RSE lessons. When we inform our pupils about relationships and sex issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions.

Other Relevant Policies

- Science
- Personal Social and Health Education (PSHE)
- Safeguarding

2 Aims and objectives

2.1 We teach children about:

- scientific anatomical names
- puberty and 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, and loving relationship;
- that there are different types of families, all of which have equal value;
- moral questions;
- relationship issues;
- respect for the views of other people;
- inappropriate physical contact, and what they should do if they are worried about any inappropriate physical contact.

3 Context

- 3.1 We teach about relationships and sex in the context of the school's aims and values. While RSE in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code, and of the values which underpin all our work. We teach RSE on the understanding that:

- it is taught in the context of family life;
- it is part of a wider process of social, personal, 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.

4 Organisation and Content

4.1 We teach about relationships and sex through different aspects of the curriculum.

While we carry out the main RSE in our PSHE curriculum, we also do some RSE through the statutory science curriculum and other subject areas, such as PE. We believe all these contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

4.2 In PSHE, we teach children about relationships, and we encourage children to discuss the changes that happen as they grow up. We teach about the parts of the body, including the private parts, why males and females are different, and we explain to the children what will happen to their bodies during puberty. We encourage the children to ask for help if they need it. By the end of Key Stage 2, we ensure that both boys and girls know why children's bodies change during puberty, how to manage puberty when it happens, and how babies are made and born in the context of an adult sexual relationship. We always teach this with due regard for the emotional development of the children.

4.3 Under the science curriculum, teachers inform children about males and females and how a baby is born. We teach about life processes including reproduction and the main stages of the human life cycle, in greater depth.

4.4 We liaise with other professionals about suitable teaching materials to use with our children in RSE lessons. Teachers do their best to answer all questions with sensitivity and care.

4.5 We are following the Christopher Winter Project (CWP) scheme of work as recommended by the PSHE Association and the Local Authority.

The programme of study for each year group is as follows:

Year 3- Valuing differences and keeping safe

- Differences: male and female
- Personal space
- Family differences

Year 4- Growing up

- Growing and changing
- What is puberty?
- Puberty changes and reproduction

Year 5- Puberty

- Talking about puberty
- Male and female changes
- Puberty and hygiene

Year 6- Puberty, relationships and reproduction

- Puberty and reproduction
- Understanding relationships
- Conception and pregnancy
- Communication in relationships

5 The role of parents

5.1 The school is well aware that the primary role in children's RSE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- inform parents about the school's RSE policy and practice;
- answer any questions that parents may have about the RSE of their child;
- take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for RSE in the school;
- encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary;
- inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home;
- make the RSE resources used in our lesson available for viewing.

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.

5.2 Parents have the right to withdraw their children from all or part of the relationship and sex education taught in the school except for those parts included in the statutory National Curriculum. Parents are encouraged to discuss their decisions with staff at the earliest opportunity.

If a parent wishes their child to be withdrawn from RSE lessons, they should discuss this with the Head teacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard. Letters to parents of children in all year groups will be sent home, informing them when the programme will take place and reminding them of their right to withdraw their child from the programme.

- 6 The role of other members of the community
 - 6.1 We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, the school nurse and other professionals, give us valuable support with our RSE programme.
- 7 Confidentiality and safeguarding
 - 7.1 Teachers conduct RSE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will deal with it as a matter of safeguarding/child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the head teacher about their concerns. The head teacher will then deal with the matter in consultation with health care professionals (see also Child Safeguarding Policy)
- 8 The role of the head teacher
 - 8.1 It is the responsibility of the head teacher to ensure that both staff and parents are informed about our RSE policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex and relationships effectively, and handle any difficult issues with sensitivity.
 - 8.2 The head teacher liaises with external agencies regarding the school RSE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.
 - 8.3 The head teacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.
- 9 Monitoring and review
 - 9.1 The Curriculum Committee of the governing body is responsible for monitoring the delivery of our RSE policy. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the RSE programme, and makes a record of all such comments. Governors require the head teacher to keep a written record, giving details of the content and delivery of our RSE programme.
 - 9.2 This policy will be reviewed every two years, or earlier if necessary.

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