



Relationships and Sex Education Policy

Policy Control	
Responsible Person:	Catharine Omer
Responsible Governor Team:	Teaching and Learning
Responsible Governors:	Joe Meyer/Paul Kish
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Our school policies are written with the objective of continuously improving the school in our aim of realising the school's vision:

Goudhurst & Kilndown Church of England Primary School will provide a happy, caring and stimulating environment rooted in Christian values in which every child will flourish. We will realise the potential of every child and instil a lifelong love of learning. Our approach to teaching and learning will be inclusive, supportive and innovative and will embrace new education initiatives and leading technology. We will ensure that our children are aware of the world in which they live, understand the need to play an active role within the local and wider community and appreciate the importance of living a sustainable way of life. In partnership with parents and carers, we will help our children to build high self-esteem, independence and resilience and to develop the life skills they need for their future in an ever-changing world.

Our School Values

Goudhurst and Kilndown Church of England Primary School values

Community • Friendship • Joy • Love • Peace • Trust

and all our stakeholders are encouraged to *reflect* upon their learning and their actions

Introduction

This school's Relationships and Sex Education (RSE) policy is based on the DCSF's Relationships and Sex Education Guidance.

Sex education is part of the personal, social and health education curriculum in our school. We will teach within a framework of Christian values and the Christian understanding that sex is a gift of God as part of creation. Whilst we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. (We have taken account of the guidance provided in teaching materials supplied by the Diocese.)

Sensitivity and respect should be shown to all children when teaching about personal relationships and sex education and RSE should be taught in a way to ensure that there is no stigmatization of children based on their home/personal circumstances. However because of its importance in preparing children for adult life they have decided it should be included in the school curriculum.

RSE should promote 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 and should prepare pupils for the opportunities, responsibilities and experiences of adult life.

The Governing Body and Head teacher have the responsibility to decide whether or at what stage to offer RSE. Parents have a right to withdraw their children, without reason, from RSE. However they cannot withdraw their children from the National Curriculum KS1 & 2 Science topics.

2. Context

All RSE in a Church of England school should be set in a context which is consistent with the school's Christian ethos and values.

- RSE should be based on inclusive Christian principles and values, emphasising respect, compassion, loving care and forgiveness.
- RSE should be taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God.
- RSE should reflect that sex is a gift from God as part of creation: a human longing for an intimate union.
- RSE should be sensitive to the circumstances of all children and be mindful of the variety of expressions of family life in our culture, yet it should also uphold the Christian values regarding relationships and marriage.
- Issues regarding human sexuality should be addressed sensitively.
- The exploration of reproduction and sexual behaviour within the science curriculum should stand alongside the exploration of relationships, values and morals and Christian belief.

Whilst pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others.

3. Aims, Objectives and Principles

Our aim is to enable the children to acquire knowledge about loving relationships and to help them view relationships in a responsible and healthy manner. The RSE programme will be tailored to the age and understanding of the pupils and the information will be presented in an objective and sensitive manner.

It will be embedded within the PSHE and Citizenship programme and will be taught in the context of relationships in order to:

- provide an inclusive, comprehensive programme of RSE in order to promote spiritual, moral, cultural, emotional and physical development; and
- prepare children for opportunities, responsibilities and experiences of adult life.

Objectives:

- To provide age-appropriate knowledge and information.
- To teach pupils to have respect for themselves and others at school, home and in the community.
- To raise pupils' self-esteem and confidence, especially in their relationships with others.
- To provide the confidence to be participating members of society and to value themselves and others.
- To help pupils 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 teach pupils how to respect and care for their bodies.
- To prepare pupils for puberty and adulthood.
- To promote emotional health and well-being.
- 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;
- The importance of marriage and family life;
- Moral questions;
- Relationship issues;
- Respect for the views of other people;
- What they should do if they are worried about any sexual matters.

Principles

RSE should be based on the following principles:

- The sanctity of marriage is an important belief in Christian teaching and practice.
- Children should learn the significance of marriage and families as key building blocks of community and society.
- Sex education includes learning about physical and emotional development.
- Children will be taught the cultural and religious differences about matters of sexuality.
- Sex education is part of a wider social, personal, spiritual and moral education process.
- Children should be made aware of the way in which advertising and the media influences their views about sexuality.
- Children should be made more aware of the spiritual dimensions and joys of intimacy.
- Children should be taught to have respect for their own and other people's bodies.
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity.
- Children should learn that some people choose not to engage in sexual activity and that this should be respected and valued as a response to the gift of faith.
- Children should be taught to understand the power of sexual desire.
- Children should be made aware that sex can be used compulsively, competitively and destructively.
- Children need to learn the importance of protecting themselves, and of self-control.
- Children should be made aware of God's forgiveness and that there is always a way back.

- Children should learn that it is important to build positive relationships that involve trust and respect.
- Children need to learn how to keep themselves safe when using the internet and other forms of technology.
- Children need to be aware of responsible use of all forms of technology in order to respect the well-being and integrity of others.

The National Healthy School Standard

We participate in the National Healthy Schools Standard scheme, which promotes health education. We review and update our Healthy School status annually and as participants in this scheme we:

- Consult with parents on all matters of health education policy.
- Train all our teachers to teach sex education.
- Listen to the views of the children in our school regarding sex education.
- Look positively at any local initiatives that support us in providing the best sex education teaching programme that we can devise.

Organisation of RSE within the curriculum

We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our Personal, Social, Health and Economic (PSHE) curriculum, we also teach some sex education through other subject areas (for example, in science, PE and RE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

In PSHE education we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it.

In science lessons, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

In RE in Key Stage 2, children will learn about the commitment of people of faith to each other in marriage and how this is expressed in marriage ceremonies. They will learn about the beliefs and values that underpin this commitment and support the nurture and care of children in the family.

In years 5 and 6 we place a particular emphasis on health education, as many children experience the onset of puberty at this age.

Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy). In Years 5 and 6, the children receive specific workshop lessons about relationships, sexual health and puberty. The purpose of the workshops, run by Yoan Reed a qualified health professional, is to provide knowledge and understanding of how the human body changes during puberty and

the processes of human reproduction, within the context of relationships based on love and respect. Yoan's emphasis is on the needs of the child, the ethos of the educational setting, helping children form happy, healthy and loving relationships within national legislation and guidelines.

We arrange a meeting for all parents and carers of children in Key Stage 2 to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.

The following areas of RSE are taught through PSHE and Citizenship, Science and other cross-curricular subjects.

Ages 4 and 5

- Identifying the people in their life and what they do for them.
- Describing themselves and how people could recognise them.
- Discussing babies and memories of being a baby.
- Identifying part of their bodies which have grown, what has made them grow and what they can do now they have grown.
- Recognising similarities and differences between people.
- Looking at growth of other living things - plants, animals.
- Identifying alive, dead, young or old things.
- Discussing how they can keep safe.
- Identifying how they are special and who is special to them - parents, friends, pets.
- Recognising how we can tell how people are feeling and feelings associated with loss.

Age 6 and 7

- Recognising how to keep healthy and have a healthy lifestyle.
- Discussing what makes a place healthy (ie clean, happy, exercise, no smoking, nice people).
- Discussing feelings we share i.e. happy, sad.
- Recognising how it feels to be different eg The Ugly Duckling.
- Identifying what makes them feel good about themselves and their day.
- Discussing feelings in their families (love, jealousy, tension caring).
- Exploring memories of strong feelings (excited, scared)
- Discussing what makes them feel scared or uneasy ie strangers, being pushed about.
- Recognising why people are special to them.
- Identifying what makes a good friend.
- Recognising how they make people happy.
- Discussing feelings about quarrelling, being left out, having feelings hurt.

Ages 8 and 9

- Identifying a healthy diet.
- Finding out about the digestive system and other body systems i.e. circulation, respiration, outer and inner defence system.
- Discussing how exercise helps you and makes you feel.
- Imagining situations in which someone is trying to persuade you to do something dangerous, stupid, unhealthy, irresponsible, relating this to being assertive, peer pressure, feelings.
- Identifying what makes them feel sad, lonely, unsure, embarrassed.
- Discussing how they feel when they lose something and are separated from people - and identifying who and what can help them with these feelings.
- Identifying their network of friends and how it has changed as they have got older, ie friends at clubs, sisters boyfriends.
- Recognising physical and personal qualities of friends and being aware of differences in personalities.
- Discussing what makes relationships stronger or causes them to break.

- Recognising 'dangerous' people.
- Identifying things they like and love and how we know people love us.
- Exploring different emotions - worried, confident, determined, jealous and moods.
- Recognising changes in their bodies as they have grown up and differences in other people.

Ages 10 - 11

- Identifying things they value about themselves, how people show they value them and what makes them feel less valued.
- Describing what they are afraid of and how they can cope with these fears – ie bullying, changing school, strangers.
- Recognising how to decide what places are safe.
- Illustrating stages we pass through and times of greatest changes in a life.
- Discussing changes within adolescence.
- Recognising unique pattern of each child's growth and development.
- Discussing the emotional and physical changes from boy to man and girl to woman.
- Introducing and exploring personal and formal language associated with puberty, growth and reproduction.
- Discussing what sex is and why/when people decide to have sex, within the context of a happy, healthy, loving relationship.
- Discussing how changes relate to ability to conceive and have children.
- Outlining different changes for boys and girls.
- Discussing strategies for dealing with changes and feelings during puberty.
- Exploring what it means by 'being grown up' and ways in which they have already begun to grow up.
- Discussing how they feel about 'growing up' and puberty and sharing coping strategies.
- Comparing lifestyles of children who are trying to hurry the growing up process with those who are letting the process take its own course.
- Discussing changes in their feelings and moods - temper, love, mood swings.
- Recognising increase in responsibility as they grow older.
- Discussing children's perceptions of love and introducing the term 'relationship'. Identifying perceptions of falling for someone and loving someone.
- Thinking of ways in which personal relationships in class could be improved.
- Discussing feelings related to being left out and hurt and group pressure.

The Role of Parents

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we: -

- Inform parents about the school's sex education policy and practice.
- Answer any questions that parents may have about the sex education of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school.
- Inform parents about the teaching of sex education in school so that the parents and school can work together to support the child with regard to sex education. 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 have the right to withdraw their child from part or the entire sex education programme that we teach in our school, unless the content is part of the Science National Curriculum. Further details of the content of RSE

lessons will be available for parents to view on the 'This Week's Learning' class page on the school website, enabling parents to offer further support at home. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not want their child to participate in. The school always complies with the wishes of parents in this regard.

Confidentiality and Safeguarding Children Procedures

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved, in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that he/she may have been a victim of abuse. If the teachers have concerns, they will draw their concerns to the attention of the Headteacher and/or the designated teacher for child protection and safeguarding. The Headteacher will then deal with the matter in consultation with health care professional. (See also Child Protection Policy.)

The Role of the Headteacher

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our sex education policy, and that the policy 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 Headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Resources

The resources we use to teach RSE range from recommended DVDs, leaflets and pamphlets, books and information games with words and pictures. We seek advice and can obtain these resources from our local Health and Wellbeing Practitioner Specialist for Children and Young People as part of the Kent Community Health NHS Trust. These resources are all age appropriate. We can also access this specialist help for staff inset or to talk to parents if required.

Monitoring and review

We will review this policy at least once every two years or if incidents occur that suggest the need for review. Monitoring is the responsibility of the head teacher and PSHE co-ordinator. The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

The PSHE Co-Ordinator will assist the staff with the teaching of RSE and be responsible for arranging training and providing resources.

The RSE Policy has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Equal Opportunities Policy
- Health and Safety Policy
- Inclusion Policy
- Special Educational Needs Policy