

MAPLE PRIMARY SCHOOL



RELATIONSHIPS & SEX EDUCATION POLICY

March 2018

Context and Rationale

"Effective Sex and Relationships Education (SRE) in primary schools can help children build happier, healthier relationships now and in their adult lives - and can also contribute to reducing teenage pregnancy..." (National Children's Bureau, 2006).

"SRE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings" (Sex Education Forum 1999).

The 1996 Education Act consolidates all relevant previous legislation and states that all schools must provide an up-to-date policy that describes the content and organisation of SRE outside the National Curriculum Science Order. The DfE Sex and Relationship Education Guidance (2000) supports this legislation and recommends that all schools should have a relationships and sex education programme tailored to the age and physical and emotional maturity of the pupils.

Effective relationships and sex education is key in supporting young people through their physical, emotional and moral development, enabling them to make informed life choices confidently, and furthering their respect for themselves and others as they move through life. This requires a school wide approach, growing children's knowledge, skills and attitudes from reception through to year 6.

Strong delivery of SRE/PHSE by schools is known to be one of the main factors for reducing teenage pregnancy and improving sexual health (DfES 2006).

"Today's media can swamp children with information about relationships and sex. The perspective of relationships and sex on offer is often distorted, unbalanced or disrespectful. Relationships and sexual health education can counter, correct or redefine these images." (Spring Fever)

This policy presents clearly what the school is setting out to achieve in Relationships and Sex Education and how it proposes to go about it.

Entitlement and Equality of Opportunity

All pupils, regardless of their developing sexuality, are entitled to an RSE curriculum that is relevant to their age group and sensitive to their needs. Teachers should be aware that for some children the RSE they receive at school will be the main, and sometimes only, source of sex education, particularly for children from some communities.

The sex education elements of the National Curriculum Science Order are mandatory for all pupils of primary and secondary school age. These cover anatomy, puberty and the biological aspects of sexual reproduction.

Other elements of Personal, Social, Health and Economic education (PHSE), including RSE, are non-statutory, but ensure pupils explore the skills, values and attitudes that are essential to lead a positive and healthy lifestyle.

Within the context of healthy mutual relationships, it seeks to encourage respect for self, respect for others and a responsibility for one's own actions.

Special Educational Needs and Learning Difficulties

The school will ensure that pupils with Special Educational Needs (SEN) receive relationships and sex education.

Relationships and sex education will help all pupils to understand their physical and emotional development and enable them to make positive decisions in their lives. Some parents of children with SEN may find it difficult to accept their children's developing sexuality. Some pupils will be more confused about what is acceptable public behaviour. These children will be given sensitive help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

Teachers may need to be more explicit and plan work in different ways in order to meet the individual needs of children with SEN or learning difficulties. The school will take care not to marginalise relationship and sex education.

Aims

- Children are well prepared for puberty and the physical and emotional changes associated, and know how to seek support.
- Pupils demonstrate openness and confidence in talking, listening and thinking (with adults and each other) about the human body, sexuality, feelings and relationships with developed emotional intelligence and empathy.
- Children know what sex is, that it happens in a loving relationship and that it's how babies are made.
- Children become more assertive in situations where they feel behaviour towards them or others makes them feel uncomfortable, knowing better what is and isn't appropriate.
- Pupils feel better prepared for the opportunities, responsibilities and experiences of adult life.
- Children develop positive values and a moral framework to guide their decisions, judgements and behaviour.
- Children know and respect that families are different to their own and respect those in which gender relationships are different from their family make up.
- Children are confident about their own bodies recognising that the media's portrayal of the perfect body is not realistic.
- Children feel comfortable in their own skin, knowing that they don't have to conform to gender, or other, stereotypes.
- Children have the skills to avoid being pressured into risk-taking behaviours.
- Children have an understanding of how the law applies to sexual relationships.

Positive Climate for Learning

Teachers develop a set of ground rules to create a safe environment in which no-one feels embarrassed or anxious about unintended or unexpected questions or comments from pupils.

Examples of ground rules the school promote include:

- No-one will have to answer a personal question
- No-one will be forced to take part in a discussion
- Only the biological names of body parts will be used
- Meanings of words will be explained in a sensible and factual way

Teachers will avoid embarrassment and protect pupils' privacy by always depersonalising discussions.

Dealing with Questions

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. Below are guidelines the school encourages:

- If a question is too personal, the teacher will remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a school counsellor, school nurse, helpline, or an outside agency or service
- If a teacher doesn't know the answer to a question, the teacher will acknowledge this, and suggest that the pupil or teacher or both together research the question
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher will acknowledge it and promise to attend to it later on an individual basis. To maintain trust and respect the teacher must remember to talk with the pupil at the first opportunity and if concerned that a pupil is at risk of sexual abuse, they will follow the school's child protection procedures
- If a question feels too old for a pupil and the teacher feels that parental consent needs to be gained then a phrase like "That's a great question. I'll have a think about what is the best way to answer that and get back to you tomorrow," can be used, with the parent consulted in the meantime.
- Children will be enabled to write anonymous questions to put in a box in order to avoid embarrassment and ensure this part of their learning is as open as possible.

Further guidelines about specific sensitive issues are given below.

Learning and Teaching

Planning and Assessment

Planning for Relationships and Sex Education is a whole school responsibility in order to ensure that the provision for pupils' needs is met and the way in which the modes of delivery are combined are appropriate to the school curriculum policy.

As with all other learning, teachers will teach children in line with the next most appropriate stage in their development and in the style that they know is most conducive.

Assessment for Learning should also be an integral part of lessons, using a range of techniques, again outlined in the Teaching and Learning policy, to ensure children are being taught from their own individual starting points and receiving feedback on their progress. Progress is recorded so that the teachers, in following year groups, know which lessons to teach.

PHSE and Citizenship

Our PHSE curriculum, based on the Maple Scheme of Work, ensures children learn about relationships and how to manage themselves in a range of situations to keep themselves safe.

From reception, children will be taught how to recognise when they feel anxious and what to do about any problem 'big or small'. Through this aspect of our PHSE curriculum, children learn about the parts of the body and what is appropriate and inappropriate touching.

Use of Visitors in Teaching and Learning

We acknowledge the valuable support the school nurse and other health professionals may offer to enhance the Relationships and Sex Education programme. We must emphasise, however, that all visitors are used in addition to, not instead of, a planned programme of Sex Education.

Potentially Sensitive Content of the Curriculum (see also 'Confidentiality and Handling Disclosures')

As stated above, all sensitive content will be delivered through a positive climate for learning. Outlined below, to support parents, are the more sensitive elements of the curriculum.

Puberty

Children will learn:

- Biological names for parts of the body (from reception), including sex organs
- Changes to sex organs during puberty
- Other changes to the body during puberty - including physical changes and hormonal changes
- About wet dreams and involuntary erections
- About personal hygiene
- About menstruation and sanitary protection (both boys and girls will learn this in Year 6)

Sexual Reproduction:

Children will learn:

- About sexual intercourse being the way babies are conceived
- About how babies are born
- Prevention of pregnancy in terms of individual choices
- Sexual abuse and intimidation
- Sexuality and gender
- STI's and abortion maybe discussed during questions asked

Staff Training

Teachers are provided with training as required to support their delivery of RSE and extend their confidence in doing so. Training needs are identified for individual staff through the appraisal system. The personal attitudes and

beliefs of teachers will not influence their delivery of the RSE curriculum within the PHSE education framework.

Specific Issues Statement

Child Abuse and Protection Procedures

The Safeguarding Children Procedures as laid down by the LA are followed. All referrals, whatever their origin, are taken seriously and considered with an open mind, which does not pre-judge the situation. The procedures adopted within the LA for handling cases of neglect, physical, emotional or sexual abuse and failure to thrive, are based on the principle that the interest and welfare of the child are of paramount importance.

Confidentiality and Handling Disclosures

Teachers, pupils and parents should be aware of the boundaries regarding confidentiality within the curriculum. Pupils must be made aware that confidentiality cannot be guaranteed and that they will be informed of all actions relating to their disclosure.

Health professionals are bound by their own codes of conduct to maintain confidentiality. When working within a classroom they are also bound by the school's policies.

Teachers cannot offer or guarantee absolute confidentiality, but should ensure pupils are informed of sources of confidential help, e.g. school nurse, counsellor, GP, advice services. If a pupil discloses information which is sensitive, and which the pupils asks not to be passed on, the request will be honoured unless this is unavoidable, in order for the teacher to fulfil their professional responsibilities. Only in the most exceptional circumstances will information be handled without parental knowledge. Where younger pupils are involved this will be grounds for serious concern and child protection issues should be addressed.

Partnerships

The school liaises directly with parents to reassure them of the content of the RSE programme, the context within which it is taught, and to support them in their teaching of RSE ensuring they feel confident in engaging in discussions about the subject with their children.

The school will help support parents in:

- Helping their children learn the scientific names of the body parts
- Talking with their children about feelings and relationships
- Answering questions about growing up, having babies, feeling sexual attraction, sex, contraception, relationships and sexual health
- The school will also consult parents regularly on the content of the relationships and sex education programme and invite parents to review RSE resources. The school will ensure that parents are informed of their legal right to remove their child from RSE sessions if the wish.

Other agencies supporting the school's RSE curriculum are: Education professionals, health professionals and the school nurse team, all of which are aware of this policy, the RSE programme and work in line with it. Outside visitors work within the framework outlined in the school's 'Using outside visitors on school' policy.

Other related school policies

This policy should be read in conjunction with:

- PHSE policy
- Anti-bullying policy
- Child protection policy
- Behaviour policy
- Health and Safety policy
- Science policy
- Equality policy
- Special Educational Needs

Management of the policy

It is the responsibility of the Governing Body under the guidance of the Headteacher to ensure that staff and parents are informed of the Sex and Relationships Education Policy. There is a statutory duty on schools to ensure that where sex education is given to pupils at maintained schools they:

- a) Learn the nature of long term loving relationships between adults and its importance for family life and the bringing up of children

- b) Are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the pupils concerned.

Monitoring and evaluation are the keys to successful school improvement. All members of staff, in partnership with the governing body, share responsibility for monitoring and evaluating the work of the school. The implementation of this policy will be monitored and its outcomes will feed into the process of review and evaluation.

This policy will be reviewed on a two-year rolling programme or in light of any new legislation or guidance.

Curriculum Summary for Parents

Parents have the right to withdraw children from identified Relationships and Sex Education. If a parent wishes to withdraw their child, they should discuss their concerns with the Headteacher. Similarly, if a parent has any cause for concern about the Relationships and Sex Education Policy, they should approach the Headteacher or Class Teacher. If the concern cannot be resolved, the PHSE governor with responsibility for Relationships and Sex Education can be contacted.

Overview of topics discussed:

Reception	Similarities and differences between people	Talking about feelings	Being naked. Labelling parts of the body, including genitals	Comparing families - who lives at home?	What makes a friend
Year 1	Differences between boys and girls (toys, clothes etc.)	What makes someone nice?	Where does a baby live before it is born?	What makes you feel comfortable and uncomfortable	Saying no to things we don't like
Year 2	Similarities and differences between them and their friends	Physical differences between boys and girls	Things we like and don't like. Appropriate touching	Who is special to me? What makes someone special to you?	What feels nice and what doesn't. Saying no.
Year 3	What do families look like? What happens at home? Rules.	Talking about what 'love' is. What it is when people love each other? Different families including same sex families.	Where does a baby live before it's born? How does it get there and how is it born?	Where and when it is appropriate to be naked.	How do I say no?
Year 4/5	The ideal man/woman stereotypes	A detailed look at the male and female body	Overcoming stereotypes	How do I say yes or no?	E-safety and friendship. Dangers of the internet
Year 6	My relationships. Who cares for you? Who am I? What are my qualities?	Biology of how babies are made. Being in love, what does it mean? Homosexuality. Families are so different. Different routines and rules.	Boys change during puberty. What is sex? What do you know? Proper terms, real information.	Girls change during puberty. Stereotypes then real people	What feels nice and what doesn't. Good and bad secrets. What do you think and what would you do? Responsible, assertive decisions