



Relationships and Sex Education Policy

1. INTRODUCTION

The structure of the implementation of the policy and the development of a Long Term Plan is the result of discussions with the full teaching staff, governors and the Sex and Relationships Education Co-ordinator.

The **Sex and Relationships Education** coordinator: Mrs. S. Charlton (SENDCO & PSCE Coordinator)

The governing Body and named governor are ultimately responsible in overseeing that this policy is being effectively implemented.

Their agents at school are The Executive Head Teacher, Head of School, Health Education Co-ordinator and Child Protection Co-ordinator. All staff will be involved in the implementation of this policy.

2. FUNDAMENTAL PRINCIPLES

The school is an important partner with parents/carers in Sex and Relationships Education. This policy adheres to the statutory guidelines in Relationship, sex and health education (September 2020). We need to educate children in the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. We must prepare them for their future years, but we must be careful not to give misinformation. There will be a core curriculum, which we will plan to teach, and other areas clearly defined which will be dealt with as they arise. The Sex and Relationships Education curriculum should be developmental and will be progressive through every year of the school. Sex and Relationships Education must be taught within the context of the moral and value framework as is implicit in the school's curriculum statement.

3. AIMS

- To provide a positive Sex and Relationships Education Policy
- To provide children with the knowledge and concepts that are appropriate to their stage of development
- To teach Sex and Relationships Education issues in a natural, appropriate and honest manner.
- To support the special needs of individuals.
- To help parents/carers to educate their own children in the context of their own family.



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- To provide a moral and value framework for all Sex and Relationships Education work.

4. MORAL AND VALUE FRAMEWORK

All Sex and Relationships Education will be conducted with dignity and respect for the individual. The rights of the individual will be emphasised. Care will be taken to ensure that embarrassment is minimal and that individual differences in maturity are accounted for. The context for all Sex and Relationships Education will be caring and loving relationships. Integrity and honesty of approach will be essential. Sex and Relationships Education will seek appropriate learning links with other areas of the curriculum including, Science, Personal, Social, Health and Citizenship Education and R.E. This is in line with the Authority’s priority for the Teenage Pregnancy Strategy of prevention through education.

5. ORGANISATION OF SCHOOL SEX AND RELATIONSHIPS EDUCATION

It is the responsibility of the whole staff team to implement this policy. The sex and relationships curriculum will primarily be taught through the core theme of relationships within the PSHE curriculum. This theme is explored in key stage 1 and 2 and all teachers have access to the PSHE Association website and planning toolkit for guidance.

In the EYFS the PSED element of the curriculum delivers the initial stages in relationships education.

This involves helping children to:

- develop a positive sense of themselves and others.
- form positive relationships and develop respect for others.
- develop social skills and learn how to manage their feelings.
- understand appropriate behaviour in groups.
- have confidence in their own abilities.

By the end of primary school, the children should understand the following concepts:

<p>Families and people who care for me.</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that families are important for children growing up because they give love, security and stability. • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. • That others’ families, either in school or the wider world, sometimes look different to their family, but that they should
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	<p>respect those differences and know that other children's families are also characterised by love and care.</p> <ul style="list-style-type: none"> • That stable caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<p>Caring friendships</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends. • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
<p>Respectful relationships</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. • That in school and the wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders and how to get help. • What a stereotype is, and how stereotypes can be unfair, negative or destructive.



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	<ul style="list-style-type: none"> • The importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know:</p> <ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not. • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • How information and data is shared and used online.
Being safe	<p>Pupils should know:</p> <ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • How to respond safely and appropriately to adults they may encounter (in all contexts) whom they do not know. • How to recognise and report feelings of being unsafe or feeling bad about any adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g. family, social and/or other sources.

DfE Statutory Guidance 2019

The relationships education is compulsory in primary schools according to the 2019 regulations, however sex education is not compulsory. The DfE guidelines continue to recommend that primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and how a baby is conceived and born.

The children in year 5 and 6 will receive this more intensive and detailed sex and relationships programme.



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6. WORKING WITH PARENTS/CARERS AND THE RIGHT OF WITHDRAWAL

Parents/Carers have the right to withdraw their children from all or part of the programme. In order to facilitate this, parents will be informed in advance of the Sex and Relationships Education, which is to occur, and given a summary of the content. Parents/Carers who choose to exercise this right should do so in writing to the Head of School. They will be invited to discuss the issues and possible effects which withdrawal could have. This would include preparing parents/carers for other children talking to their child(ren).

It is hoped however that parents/carers will work cooperatively with school. Parents/carers will be encouraged to support the work of the school with their child(ren) at the particular time and continue the discussion and education within the context of the family.

7. DEALING WITH PUPIL QUESTIONS

THE UNPLANNED CONTENT/CONFIDENTIALITY

These issues will be clearly defined as ground rules at the start of SRE lessons (Golden Rules) for the benefit of both pupils and staff. It will be made clear to pupils that the divulgence of any information deemed to fall into the significant harm category or putting pupils at risk must be referred to the School Child Protection Officer.

Ground Rules

- No one teacher or pupil will have to answer a personal question
- No one will be forced to take part in a discussion
- Meanings of words will be explained in a sensible and factual way
- Listen to what other people say
- No one talking when someone else is talking

Questions to an outside visitor such as the school nurse will be in writing.

Questions to a teacher will be allowed as they arise. Teacher will reflect carefully before answering. Answering will follow these guidelines:

Personal enquiries will not be allowed.

"I don't intend to embarrass you by asking questions about your personal life, so that should work both ways."

Gaining time by clarifying the real meaning of the question.

"What do you mean by.....?"



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"Can you tell me why you want to know?"

Controversial Issues. (*below)

"Some people think this and some would not agree. When you are older you will have to make up your own mind."

It is not planned to cover the following topics, but questions will be answered honestly and appropriately (without misinformation). Due consideration will be made of the age of the child and the content. Answers will probably contain the bare minimum. Depending on the context of the question and an answer may be delayed.

KS1

- Abuse/inappropriate touches, saying 'no'
- Childbirth
- Death
- Decision making/risk taking
- Divorce
- Heterosexuality
- Homosexuality

- HIV/AIDS
- How babies are made
- Language of feelings/Emotional literacy
- Lifestyles/family structure/religion
- Pregnancy
- Relationships
- Separation
- Understanding feelings

KS2

- Abortion
- Contraception (see specific reference below)
- Lifestyles
- Pornography
- Venereal disease

The following topics are not planned for. To questions, which arise, it will be suggested that the child may wish to discuss the question at home.

If the nature of the questioning does not suggest a 'Child Protection Issue', the parents/carers may be contacted so that they can decide how to answer the questions.

KS1



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Abortion

Contraception

Masturbation

Menstruation

Pornography

Reproduction

Sexual intercourse

Venereal disease

KS2

Nothing

8. EQUAL OPPORTUNITIES

All pupils are entitled to a full and honest Sex and Relationships Education appropriate to their age and stage of maturity. Girls and boys should have an understanding of the changes that will affect them and each other. Parents/carers with particular religious, ethnic or social beliefs which run counter to this policy will have their wish to withdraw their pupils respected. Unless there is a wish received in writing all children will be treated the same though obviously teachers will be sensitive to the backgrounds of individual pupils.

Pupils who begin puberty earlier than average will need special counselling and support either from home, the school or both.

A sanitary towel bin is provided for pupils who require the facility in a designated toilet.

Particular care will be taken to ensure that stereotypical images and views are not reinforced. Reference will be made that men and women can be both involved in all aspects of child and to their shared responsibilities.

ASSESSMENT, RECORDING AND REPORTING

See the PSCE policy.

9. SPECIFIC ISSUES

CONTRACEPTIVE ADVICE

Contraceptive advice will not be given, as we believe that it is inappropriate in the Primary School. However questions raised by individual children about the use of contraceptives will be answered as follows:

"There are means in which adults can prevent pregnancy, these can include methods to form a barrier, such as a condom, to prevent sperm reaching an egg. In addition there are other methods to prevent pregnancy".

For some religions, preventing pregnancy is banned and again children should discuss these at home.



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However our policy will be to educate children through the SRE curriculum and so be in line with the Teenage Pregnancy Strategy.

CHILD SEX ABUSE PROCEDURES

Before delivering any sensitive issues in SRE and Me and My Relationships teachers need to familiarise themselves with the school's Child Protection Policy, and so know the procedures to follow.

Teachers who are directly concerned about a child because of what the child has said or displays in terms of: peculiarly unusual behaviour, or physical marks, will report this to the Child Protection co-ordinator for recording.

Should a child make a disclosure to a member of staff it will be made clear to pupils that the divulgence of any information deemed to fall into the significant harm category or putting pupils at risk will be referred to the Child Protection Coordinator who will inform the Head Teacher and Social Services in line with the Child Protection Policy. Social Services will then decide whether or not to proceed with any further enquiries.

COMPLAINTS PROCEDURE

Any parent or carer who has a complaint should make their complaint in writing to the Head Teacher. The complaint will be investigated and the parent/carer will be invited to the school to discuss the complaint and the result of the findings. A letter stating the findings and any future action to be taken will be sent. Should the parents/carers not be satisfied with this they should write to the Governing Body (with a copy sent to the L.E.A)

HEALTH VISITORS

The school nurse will be invited to the school to assist the teachers in the year 5 & 6 Sex and Relationships Education Programme. The nurse will be made fully aware of the permitted content of lessons in accordance with this policy. Questions to the school Nurse will be in writing. All visitors will be made aware of the school's SRE and Child Protection policies.

MEMBERS OF THE SCHOOL COMMUNITY INFECTED OR AFFECTED BY HIV.

No one will be discriminated against because they are HIV positive or live with someone who is HIV positive. All first aid procedures in school are careful enough to ensure that the transmission of HIV is not possible. Consequently there is no need to single sufferers out. Those who administer elementary first aid would be aware of the communal drinking fountains.

Every effort would be made to ensure that a sufferer has relevant guidance, support and advice.



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DISSEMINATION OF THE POLICY

This policy will be included in the information given to parents/carers as they start school. It will be referred to annually as parents will be given an informal opportunity to come to school to view the materials used to discuss any issues prior to the Sex and Relationships Education Programme for Years 5 and 6 pupils.

10. PROCEDURES FOR POLICY MONITORING AND EVALUATION

The Policy will be reviewed in line with other Safeguarding Policies, or earlier should be a change in the law or particular complaint from a parent/carer. At this time consideration will be made of the following:

A review of the legal requirements

A reappraisal of the aims

The effectiveness of the Long Term Plan.

A consideration of the effectiveness of the moral and value framework.

A review of the content

A review of the materials

Staff training will be monitored and up dated by the co-ordinator.

11. APPENDICES

I. RESOURCES

Relationships and Sex Education Teaching Resources

www.pshe-association.org.uk

www.learning.nspcc.org.uk Recommended teaching resources related to safeguarding.

www.sexwise.fpa.org.uk Recommended website for up to date information on all aspects of sexual and reproductive health which teachers may find helpful for their knowledge.

www.campaignresources.phe.gov.uk Public Health England website with videos made by young people and resources tested with teachers covering all contexts including bullying, alcohol, smoking, stress and body image.

DfE 2019: Relationships Education, Relationships and Sex Education (RSE) and Health Education. Statutory Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers.



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II. STANDARD LETTERS

Dear Parent/Carers of Year 5,

Following on from the school's annual Health Week, Year 5 will be learning about the changes in their bodies which occur during puberty.

The lessons will be delivered on XXXX, by XXXX and the school nurse. The lessons are based on a TV programme.

The lessons will be delivered in accordance with the Governors' Policy for Sex and Relationships Education.

Parent/Carers should be aware that the programme of lessons may promote further discussion at home.

Should any Parent/Carer wish to view the teaching materials in advance, Parent/Carers should request this from XXXX who will supply these on loan.

Parent/Carers have the right to withdraw children from Sex Education lessons. Should any Parent/Carer be considering this, contact should be made in advance to Mrs. Nicholls. A final decision to withdraw a child from Sex and Relationships Education should be communicated in writing to Mrs. Nicholls.

Yours sincerely



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Dear Parent/Carers of Year 6

Beginning the week of XXXX Year 6 will receive formal and appropriate Sex Education in school.

The lessons will be delivered by XXX and the school nurse.

The lessons are based on a series of TV programmes.

The lessons will be delivered in accordance with the Governors' Policy for Sex and Relationships Education.

Parent/Carers should be aware that the programme of lessons may promote further discussion at home.

Should any Parent/Carer wish to view the teaching materials in advance, Parent/Carers should request this from xxx who will supply these on loan.

Parent/Carers have the right to withdraw children from Sex Education lessons. Should any Parent/Carer be considering this, contact should be made in advance to Mrs Nicholls. A final decision to withdraw a child from Sex and Relationships Education should be communicated in writing to Mrs. Nicholls.

Yours sincerely