

# **Castle Hill Primary School Relationship & Sex Education Policy**



Reviewed on: January 2021

Next Review date: January 2022

Reviewed by: Headteacher & The Governing Body

Review frequency: Annual

As a committed member of UNICEF and a follower of the conventions in everything we do, we are a rights-respecting school. Therefore, in writing this policy, we relate to Articles 1,2,5,6,34,36. This Policy should be read alongside the school safeguarding policy. This is available from the school office.

**This policy should be read alongside the Safeguarding and Equal Opportunities Policies. These are available on our website or from the School Office.**

## **1. Introduction**

In this document, Relationships and Sex Education (RSE) is defined as learning about the emotional, social and physical aspects of growing up; relationships; sex; human sexuality; and sexual health. It is about understanding the importance of stable and loving relationships, respect, love and care. In our school, RSE is part of the Personal, Social and Health Education curriculum; the planning is tailored to both the age and physical and emotional maturity of the children and is planned and delivered in line with Gloucestershire Healthy Living and Learning (GHLL) guidance on Relationships and Sex Education (2020).

## **2. Rationale**

### What is the aim of RSE?

RSE aims to promote pupil's spiritual, moral, social and cultural development and to prepare all pupils for the opportunities, responsibilities and experiences of life. It aims to equip young people with the information, skills and values which they will need to lead safe, fulfilling, enjoyable relationships. This will help them go on to take responsibility for their sexual health and wellbeing.

Research has shown that young people who feel good about themselves, are knowledgeable and confident about sex and relationships, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships.

### What is RSE?

The term Relationships and Sex education - RSE - is used in this policy rather than sex education. This is to stress that our approach goes beyond provision of biological information to focus also on clarifying attitudes and values, developing self-esteem and the skills to manage relationships. Guidance from the Department for Education (DfE) suggests that RSE should have three main elements as follows:

#### Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.

#### Attitudes and values

- Learning the importance of values and moral considerations.

- Learning the value of family life, marriage and stable and loving relationships for the nurture of children.
- Acknowledging different family units e.g. marriage, second marriages, fostering, step-siblings, extended families.
- Learning the value of respect, love and care.
- Recognising and challenging stereotypes.
- An ability to make choices, based on understanding differences and with absence of prejudice.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.
- Respect, understanding and empathy towards others.

#### Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect
- Developing empathy for others, who may have different backgrounds, cultures, sexuality, feelings and views.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

#### What is the school's approach to RSE?

The school's approach to RSE consists of:

1. RSE modules delivered within a planned PSHCE programme.
2. The National Curriculum Science Programme of Study.
3. Pastoral support for pupils who experience difficulties.
4. Provision of appropriate information through leaflets and books.
5. Intervention and advice from the school nurse or other external agencies, as and when appropriate.

### **3. Equal opportunities**

The school strongly believes that all pupils should have access to RSE that is relevant to their needs. To achieve this, the school's approach to RSE will take account of:

- The needs of boys as well as girls. Girls tend to have greater access to RSE than boys, both through the media and the home. We will consider the needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.
- Ethnic and cultural diversity Different ethnic and cultural groups may have different attitudes to RSE. The school will consult pupils and parents/carers about their needs, take

account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

- Varying home backgrounds. We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall always endeavour to prevent stigmatisation of children based on their home circumstances.
- Sexuality. On average, about 5% of our pupils will go on to define themselves as lesbian, gay, bi-sexual or transgender (LGBT). Pupils may also have LGBT parents/carers, brothers or sisters, other family members and/or friends. Eventually all our pupils will meet and work with LGBT people. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle homophobic bullying.
- Special educational needs. We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs.

#### **4. A Whole School Approach**

##### **Teaching staff**

All teachers are involved in the school's RSE provision. Some RSE is taught through the PSHCE programme and some through Science and other curriculum areas. All teachers play an important pastoral role by offering support to pupils. Teachers will be consulted about the school's approach to RSE and aided in their work by provision of resources, background information, and access to appropriate training and support and advice from experienced members of staff.

**Non-teaching staff** may be involved in a supportive role in some RSE lessons and play an important, formal or informal pastoral support role with pupils. They will have access to information about the RSE programme and be supported in their pastoral role.

**Governors** have responsibilities for school policies. They will be consulted about the RSE provision and policy.

**Parents/carers** have a legal right to have information about the school's RSE provision. They also have a legal right to withdraw their children from dedicated RSE education lessons if they wish. They do not have a right to withdraw their children from those aspects of RSE that are taught in National Curriculum Science or where RSE issues arise incidentally in other subject areas. The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers. Letters will always be sent to parents prior to any discrete teaching of RSE lessons. If a parent/carer has any concerns about the RSE provision we will take time to address concerns and allay any fears. If any parents/carers decide to withdraw their child we shall work with them and their child to explore possible alternative provision.

**Outside agencies and speakers** may be involved in contributing to RSE lessons. The school will only work with agencies and speakers who are appropriate to pupil needs. We shall work in partnership with them and jointly plan their work within the school.

**Pupils** have an entitlement to RSE and pastoral support appropriate to their age and circumstance. They will be consulted about their RSE needs and their views will be central to developing the provision.

## 5. The teaching of RSE

The taught RSE programme will be delivered as part of the school's approach to PSHCE. In addition, certain biological aspects are taught through Science lessons. Elements of RSE will arise in other areas of the curriculum. The RSE programme is taught in a developmental manner so that issues are explored in greater depth as pupils mature. Relationship and Sex education takes place within mixed sex classes, or single gender groups as deemed appropriate and relevant. The objectives below are written in order of progression.

By the end of Key Stage 1 pupils will be able to:

- understand what personal responsibility is
- value their body, including physical achievements and capabilities
- know the adults who are responsible for looking after them
- recognise personal needs and to act on them where appropriate or ask for help
- understand basic hygiene routines, including toileting and washing
- understand what a cycle is
- understand that changes happen constantly as we grow
- understand the life cycles of humans and animals
- understand the different stages of the human lifecycle
- understand that humans, like other animals, change over time
- value their own body and recognise its capabilities and uniqueness
- recognise that people are similar in some ways and different in others
- learn basic information about how the body works and ways of looking after it
- know how to keep themselves clean
- recognise the main external parts of the bodies of humans including the names for reproductive organs
- understand that all living things originate from other living things
- understand that humans produce babies that grow into children and then into adults
- consider ways they have changed physically since they were born
- consider physical changes that will take place as they move from childhood to adulthood
- consider their responsibilities now and compare these to when they were younger
- understand the choices they can make to keep themselves healthy

By the end of Key Stage 2 pupils will be able to:

- recognise the main organs of the bodies of humans including scientific names for the reproductive organs
- identify the difference between men and women
- understand that there are different types of love
- understand how infection can spread
- understand how to prevent the spread of infection through good personal hygiene practice
- understand that our bodies have 3 main line of natural defence
- understand that sometimes the body needs help to fight infection
- understand some of the physical changes that will happen as humans get older
- consider their responsibilities and levels of independence now
- understand that these have changed as they have grown and that they will continue to change in the future

- understand that most common infections get better on its own through time, bed rest, intake of fluids and healthy living
- understand that antibiotics should be taken only as prescribed
- challenge gender based stereotypes
- know and understand the physical changes that take place during puberty and why they happen
- understand that emotional as well as physical changes happen at different rates for different people
- consider new aspects of personal hygiene relevant to puberty
- understand genetic inheritance
- understand the functions of male and female reproductive organs
- know and understand about the physical changes that take place at puberty and why they happen
- be able to recognise their own changing emotions and be able to express their feelings and concerns positively
- know about the facts of the human lifecycle including sexual intercourse
- consider the need for trust and love in marriage and established relationships
- consider different types of love
- understand how babies are born
- explore the impact a new baby has on a family

### Ground Rules

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of sex and relationships. To this end, ground rules have been agreed to provide a common values framework within which to teach.

- No one (teacher or pupil) will be expected to answer a personal question
- No one will be forced to take part in a discussion.
- Only the correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- Everyone will listen and respect each other.
- Other people's secrets are not ours to share.

### Answering difficult questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not always have to be answered immediately, it may be more appropriate to address them later. This school believes that individual teachers must use their skill and discretion in these situations. 6.5 Dealing with questions. Teachers will establish clear parameters about what is appropriate and inappropriate in a whole-class setting. Pupils will also be encouraged to write down questions anonymously and post them in a 'problem box'. The teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate. 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 the question and promise to attend to it later on an individual basis. Teachers will not provide more information than is appropriate to the age of the

child. If a teacher is concerned that a pupil is at risk of sexual abuse, the DSL will be informed and child protection procedures will be followed.

## **6. Confidentiality**

Teachers conduct Relationship and Sex education lessons in a sensitive manner and in confidence. School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Should disclosures be made to a member of staff by a child regarding their possible involvement in sexual activity, the school's Confidentiality and Safeguarding Policies should be referred to.

## **7. Monitoring and Reviewing**

The governing body monitors our sex education policy on an annual basis. The governors give serious consideration to any comments from parents about the sex education programme.