

Relationship and Sex Education Policy

School: Wallsend Jubilee Primary School

Date of Policy: March 2019

Member of staff responsible: S Anderson\ F Tait

Review date: March 2020

Links to Other Policies/Guidance

Safeguarding, Child Protection, Confidentiality, Equalities.

1. Rationale

We have based our school's Relationships and Sex Education (RSE) on the statutory guidance from the DFES 'Health Education and Relationships documents (February 2019)

Relationship and Sex Education is part of the personal, social and health education (PHSE) programme of study. It focuses on relationships, equality, friendships, family life, marriage, communication, safety, respect, trust and caring for others. Details about life cycles and reproduction are included in our Relationship and Sex Education and are generally addressed in the Science curriculum.

2. Aims and Objectives

We aim to:

- Nurture a responsible attitude towards personal relationships and friendships including aspects of mutual respect, trust and care.
- Develop sensitivity towards the needs of others.
- Learn about the importance of family life.
- Learn about the physical development of their bodies as they grow into adults.
- Provide knowledge about life cycles of living things including humans.
- Encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour.
- Educate against discrimination and prejudice.
- Empower children to make informed choices about their safety and wellbeing and to recognise their responsibility for their actions.
- Let pupils explore their own and others attitudes.
- Develop the skills that enable informed healthy living.

3. Context

We teach Relationship and Sex education in the context of the school's aims and values. In particular, we teach Relationship and Sex education in the belief that: it should be taught in the context of marriage and family life; it is part of a wider social, personal, spiritual and moral education process; 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 their actions;

it is important to build positive relationships with others, involving trust and respect;

4. Organisation and Approach

We teach Relationship and Sex education through different aspects of the curriculum from Early Years through to Year 6. The Relationship and Sex education teaching is in our personal, social and health education (PSHE) curriculum. We also teach some Relationship and Sex education through other subject areas (for example, science, PE R.E and SEAL), 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.

Pupils will know that they are free to ask further questions and to discuss issues with their teacher and support staff. They will answer pupil's questions in an open, factual and appropriate way but will not enter into discussions about personal issues. Governors and staff are agreed that staff will answer questions as long as they are age appropriate. Staff will also encourage the children to discuss questions with their parents.

5. Inclusion/Difference and Diversity

RSE will meet the needs of all pupils, including those who are marginalized and vulnerable. We work in partnership with the SENCO and parents to ensure that all students experience a quality RSE program. We also consult with students and parents who may have different needs due to religious or cultural beliefs.

6. Safeguarding

School safeguarding procedures must be followed when any disclosures about abuse are made

7. Content

The following statements outline our scheme of work for the teaching of Relationship and Sex education. They draw on the DfES and other guidance on Relationship and Sex education and reflect elements of the non-statutory framework for PSHE and Citizenship. Some statements are part of the National Curriculum Science requirements and have been marked by*.

By the end of Early Years Foundation Stage

Pupils will gain knowledge, understanding, attitudes and skills including:

- Form relationships
- Share feelings
- Dress and undress independently and manage their own personal hygiene
- Have a developing respect for their own culture and beliefs and those of other people.
- Recognise some safe and unsafe situations

By the end of Key Stage One

Pupils will gain knowledge, understanding, attitudes and skills including:

- Recognise and compare the main external parts of the human body*
- Recognise similarities and differences between themselves and others and treat others with sensitivity*
- Identify and share their feelings with others
- Recognise safe and unsafe situations
- Identify and be able to talk with someone they trust
- Be aware that their feelings and actions have an impact on others
- Make a friend, talk with them and share feelings
- Use simple rules for dealing with strangers and for resisting pressure if they feel uncomfortable or at risk
- That animals, including humans, grow and reproduce*
- That humans and animals can produce offspring and these grow into adults*
- The basic rules for keeping themselves safe and healthy
- Know about safe places to play and safe people to be with
- The needs of babies and young people
- Ways in which they are like and different from others
- That they have some control over their actions and bodies
- The names of the main external parts of the body including agreed names for the sexual parts
- Why families are special for caring and sharing

On leaving Primary School

Pupils will gain knowledge, understanding, attitudes and skills including:

- Express opinions, for example, about relationships and bullying
- Listen to and support others
- Respect other viewpoints and beliefs
- Identify adults they can trust and who to ask for help
- Recognise their value and to identify positive things about themselves
- Listen to and support friends
- Recognise peer pressure and know that they can say no
- That life processes common to humans and other animals include growth and reproduction*
- Learn about the main stages of the human lifecycle*
- How their body works and be prepared for puberty
- That their actions have consequences and be able to anticipate the results of them
- About different forms of bullying and feelings of both bullies and victims
- Why being different can provoke bullying and know why this is unacceptable
- The diversity of lifestyles
- Other's points of view, including their parents
- The diversity of values and culture in the school and in the community
- The need for trust in relationships.

8. The role of parents

The school is well aware that the primary role in children's Relationship and Sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we answer any questions that parents may have about the Relationship and Sex education of their child. We also take seriously any issue that parents raise with teachers or governors about our policy or the arrangements for Relationship and Sex education in the school.

We believe that, through the exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

9. The role of pupils

Feedback from students is used to evaluate and change programme.

10. The role of other members of the community

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.

11. Confidentiality

Teaching Staff conduct Relationship and Sex education lessons in a sensitive manner and in confidence. It is their responsibility to create a safe environment through ground rules and distancing techniques. However, if a child causes the teacher /HLTA reason for concern, then the teacher/HLTA 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 they may have been a victim of abuse. In these circumstances the teacher/HLTA will talk to the child as a matter of urgency. If the teacher /HLTA has concerns, they will draw their concerns to the attention of the designated person who will then deal with the matter in consultation with health care professionals.

12. The role of the Head teacher/PSHE Co-ordinator

It is the responsibility of the head teacher or RSE Lead to ensure that both staff and parents are informed about our Relationship and 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 head teacher or RSE Lead liaises with external agencies regarding the school Relationship and 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 head teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

12. Assessment/Evaluation

Varying forms of assessment are used such as peer, self, reflective, observational and teaching. Assessment is used to identify what learners already know and what areas need to be developed further.

13. Monitoring and review

The Curriculum Committee of the governing body monitors our Relationship and Sex education policy on a biannual basis. 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 Relationship and Sex education programme, and makes a record of all such comments.

Signed _____ (PSHCE Coordinator) Date _____

Signed _____ (PSHCE Governor) Date _____

Signed _____ (Head teacher) Date _____