



Park Hill Primary School

Policy on Relationship and Sex Education

1 Introduction

1.1 Our school's policy on relationship and sex education is based on the DfES document 'Sex and Relationship Education Guidance' (DfES 0116/2000).

1.2 In the DfES document, Relationship and Sex education is defined as 'learning about physical, moral and emotional development'. The guidance states, 'It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'.

1.3 Relationship and Sex education is part of the personal, social and health education (PSHE) curriculum in our school. When we inform our pupils through relationship and sex education about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use relationship and sex education as a means of promoting any form of sexual orientation.

1.4 Relationships and sex education is provided under different topic headings e.g. growing up, our bodies, personal relationships and relationships and family life.

1.5 At our school RSE contributes to the foundation of PSHE, by ensuring that all children:

Develop confidence in talking, listening, and thinking about feelings and relationships.

Are able to name parts of the body and describe how their bodies work

Can protect themselves and ask for help and support; and

Are prepared for puberty.

2 Aims and objectives

2.1 We teach children about:

- the physical development of their bodies as they grow into adults;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- the raising of pupils self esteem and confidence, especially in their relationships with others
- the importance of family life;
- moral questions;
- relationship issues;
- respect for the views of other people;
- sexual abuse, and what they should do if they are worried about any sexual matters.



3 Context

3.1 We teach about relationships and sex in the context of the school's aims and values (see the values statement in the Curriculum Policy). While Relationship and Sex Education in our school means that we give children information about sexual behaviour, we do this with awareness of the moral code, and of the values which underpin all our work. We teach Relationship and Sex Education on the understanding that:

- it is taught in the context of a stable and loving relationship and family life;
- it is part of a wider process of social, personal, spiritual and moral education;
- 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 sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control.

4 Organisation

4.1 We teach about relationships and sex through different aspects of the curriculum. While we carry out the main Relationships and Sex Education in our personal, social and health education (PSHE) curriculum, we also do some Relationships and Sex Education through other subject areas (e.g. science and RE), which we believe contribute significantly to children's knowledge and understanding of their own bodies and feelings, and how they are changing and developing.

4.2 In PSHE, 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 the children what will happen to their bodies during puberty. For example, we teach the children that boys' voices will change during puberty, and we explain menstruation to both boys and girls. We encourage the children to ask for help if they need it.

4.3 In Science lessons, in both Key Stages, teachers inform children about puberty and how a baby is born. For this aspect of our 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 fact that people are not all the same, and that we need to respect each other. The more formal aspects of Relationship and Sex education are delivered through using the Jigsaw Programme and are delivered in a half term unit entitled 'Changing Me'.

4.4 Year 1 -

My Changing Body and Boys' and Girls' Bodies

Understanding that growing and changing is natural and happens to everybody at different rates; appreciating the parts of the body that makes us different and using the correct names for them.



4.5 Year 2 -

The Changing Me and Boys and Girls

Where am I on the journey from young to old; what changes can I be proud of.

4.6 Year 3 -

Outside Body Changes and Inside Body Changes

How our bodies need to change so they can make babies when we grow up - outside changes and how do we feel about them; how our bodies need to change so they can make babies when we grow up - inside changes and how we feel about them.

4.7 Year 4 -

Having a Baby and Girls and Puberty

The choice to have a baby, the parts of men and women that make babies and - in simple terms - how this happens; how a girl's body changes so that she can have a baby when she's an adult - including menstruation.

4.8 Year 5 -

Puberty for Boys and Girls and Conception

Physical changes and Feelings about them - importance of looking after yourself; developing understanding of changes for both sexes - reassurance and exploring feelings; understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life.

4.9 In Year 6, we place a particular emphasis on health education, as many children experience puberty at this age. Teachers do their best to answer all questions with sensitivity and care. The more formal aspects of Relationship and Sex education are delivered through using the Channel 4 learning series, 'Living and Growing'. This consists of 3 15 minute programmes entitled;

Unit 3 - Girl Talk

Boy Talk

4.10 It is our intention all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required. Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, and sexuality. (see also Equal opportunities policy)



- 4.11 We inform, by letter, all parents and carers of children, just before the Sex Education part of the curriculum is about to be taught, providing them with an opportunity to attend a meeting and see the materials the school uses in its teaching, before it is taught.

5 The Role of Parents

- 5.1 The school is well aware that the primary role in children's Relationship and Sex Education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and co-operation. To promote this objective, we:
- inform parents about the school's Relationship and Sex Education policy and practice;
 - answer any questions that parents may have about the Relationship and Sex Education of their child;
 - take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for Relationship and Sex Education in the school;
 - encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary;
 - hold a parents meeting to inform parents about the scheme of work used with examples of materials given out.
 - inform parents about the best practice known with regard to Relationship and Sex Education, so that the teaching in school supports the key messages that parents and carers give to children at home.

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.

- 5.2 Parents have the right to withdraw their child from all or part of the Sex Education programme that we teach in our school, except for those parts included in statutory National Curriculum. If a parent wishes their child to be withdrawn from Sex Education lessons, they should discuss this with the Head-Teacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

6 The Role of Other Members of the Community

- 6.1 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. These people that we could call on include, the school nurse, local clergy, social workers and child and family support workers.

7 Confidentiality

- 7.1 Teachers conduct Relationship and Sex Education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to



be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of safeguarding/ child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the Head-Teacher/Deputy Head-Teacher about their concerns. They will then deal with the matter in consultation with other professionals (see also our policy on Child Protection).

8 Controversial and sensitive issues.

- 8.1 Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own informed opinions but also respect others that may have different opinions.

9 Sexual Identity and Sexual Orientation

- 9.1 Park Hill Primary School believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the context and content. (see also our Anti- Bullying and Equal Opportunities policies)

10 The Role of the Head-Teacher

- 10.1 It is the responsibility of the Head-Teacher 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 Head-Teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about relationships and sex effectively, and handle any difficult issues with sensitivity.
- 10.2 The Head-Teacher/PSHE subject leader will liaise with external agencies regarding the school Relationship and Sex Education programme, and ensure that all adults who work with our children on these issues are aware of the school policy, and work within its framework.
- 10.3 The Head-Teacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

11 Monitoring and Review

- 11.1 Members of the governing body monitor the impact of our Relationship and Sex Education policy regularly. They report its findings and recommendations to the full governing body, as necessary, if the policy needs modification. They give serious consideration to any comments from parents about the Relationship and Sex Education programme, and respond to all such comments.



11.2 This policy will be reviewed every three years, or earlier if necessary by the designated members of staff for RSE and PSHE and the designated governor for PSHE.

Agreed by Governors: July 2017

Signed Chair of Governors:

Date:

Signed Head-teacher:

Date: