

Relationships and Sex Education Policy



“Relationships and Sex Education is lifelong learning about physical, moral and emotional development.”

Mission/Vision Statement

Queensway Primary School exists to provide the focus for our children to develop to their full potential, as individuals and as members of the school and wider community, in a secure, caring and happy environment. Children, parents, school staff and governors work in partnership for the benefit of all.

This policy outlines the purpose, nature and management of sex and relationships taught in our school. It should be read alongside the PHSE policy.

In line with legal requirements (Education Act 1996, Learning and Skills Act 2000) the governors at Queensway Primary School have overseen the production and development of an Relationships and Sex Education policy; which will be made available to parents on our school website and have decided to deliver a Relationships and Sex Education programme in addition to that which is part of the statutory Science Curriculum.

The school recognises the contribution that Relationships and Sex Education in the primary school can make to government health targets. Relationships and Sex Education in the primary school builds the foundations of knowledge, skills and attitudes which help young people to make positive, informed and safe choices about their health and well-being both now and in later life.

What is Relationships and Sex Education?

Relationships and sex education involves learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health including the importance of stable and loving relationships, respect, love and care. It should help pupils to learn to respect themselves and others by acquiring accurate information, developing skills and forming positive beliefs, values and attitudes. Some aspects are taught in science, and others are taught as part of Personal, Social, Health, Education (PSHE).

A comprehensive programme of Relationships and Sex Education provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and off line.

Aims:

- To provide a secure, sensitive and caring framework where learning and discussions can take place.
- To equip children with the knowledge, skills and attitudes to enable them to manage the responsibilities associated with adult life, in an appropriate and relevant manner for the needs, age and maturity of the pupils.
- To form and maintain positive and fulfilling relationships.
- To develop an awareness of the importance of relationships and enable children to practice skills that will help them to build and maintain them.
- To provide factual information on human reproduction and birth.
- To encourage respect for difference and diversity.
- To prepare young people for the physical and emotional changes associated with puberty.
- To provide a positive and open view of sex and sexuality and support sexual self-acceptance.

- To ensure that all young people know who can support them and how to access this support.
- To work in partnership with, and support the role of, parents.
- To model positive relationships throughout the school.
- To actively challenge stereotypes, prejudice and sexual exploitation and give children the skills to critically analyse media messages.
- To give opportunities for pupils to develop and practice decision-making skills with regard to the range of possible consequences.
- To promote, and encourage children to make healthy lifestyle choices.
- To use agreed terminology to discuss sexual body parts throughout the school.

Roles and Responsibilities

The Head teacher has the following responsibilities:

- To ensure that both staff and parents are informed about our Relationship and Sex education policy, and that the policy is implemented effectively.
- To ensure that members of staff are given sufficient training so that they can teach effectively and handle any difficult issues with sensitivity.
- To liaise with external agencies regarding the school's Relationship and Sex education programme.
- To monitor this policy on a regular basis and report to governors, when requested, on the effectiveness of the policy.

The PHSE Co-ordinator has the following responsibilities:

- To monitor the standards of children's work and the quality of teaching, supported by the head teacher.
- To ensure that resources used are relevant and appropriate to the needs of the children.
- To lead on the evaluation of the Relationships and Sex Education policy and programme.
- To ensure that staff have the necessary skills, confidence, knowledge, and resources in order to deliver effective Relationships and Sex Education.
- To share the rationale, ethos and themes of the Relationships and Sex Education programme with parents.

The Governors have the following responsibilities:

- To ensure that an up-to-date Relationships and Sex Education policy is in place and is made available to parents and for inspection.
- To ensure that the Relationships and Sex Education policy and curriculum are in line with the DfEE 0116/2000 Sex and Relationship Education Guidance.
- To ensure that the policy and programme reflect a whole school approach.

Teachers have the following responsibilities:

- To ensure that they, or anyone working in their classroom to deliver/support Relationships and Sex Education, is doing so in line with the school's Relationships and Sex Education policy, and other relevant school policies.
- To contribute to the evaluation of the programme.
- Assessing children's progress against the agreed learning outcomes.

Working with Parents/Carers

We recognise that parents/carers are key partners in our delivery of a comprehensive Relationships and Sex Education programme for pupils at the school. The Relationships and Sex Education we deliver is designed to support the important role of parents in this area. 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 order to promote this objective we:

- Inform all parents/carers of children in Years 5 and 6 about the relationship and sex education lessons before children start relationship and sex education work. All parents/carers are welcome to view the

programme of lessons, ask questions about any issues and how they are taught, and to see the materials the school uses in its teaching.

- 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 the arrangements for relationship and sex education in school.

Legally parents have the right to withdraw their children from Relationships and Sex Education that takes place outside of national curriculum Science. Any parent wishing to take this course of action should send a letter to the Head Teacher outlining their concerns. The parent will be asked if they would like to meet to discuss this further. We will do our best to address any worries that the parent may have. In the event of a parent still choosing to withdraw their child we will provide alternative PHSE work on a different topic.

Content and Delivery

The curriculum is carefully designed to be appropriate to pupils' ages and stages of development, and includes a strong safeguarding element. Within the wider PSHE curriculum, pupils are taught to become aware of their thoughts and feelings, to understand and value who they really are, and how they relate to other people. The curriculum also helps to equip pupils to cope with modern day issues, such as body image, cyber and homophobic bullying, and internet safety.

In the Early Years Foundation Stage pupils are taught:

- How to look after themselves, for example self-help skills.
- That animals, including humans, move, feed, grow and use their senses
- How they have changed since they were babies.

At Key Stage 1:

- Children should know that humans develop at different rates.
- That animals including humans, move, feed, grow, use their senses and reproduce
- To recognise and compare the main external parts of human bodies
- That humans and animals can produce offspring and these grow into adults
- To recognise the similarities between themselves and others and treat others with sensitivity and respect.

At Key Stage 2:

- How their bodies change as they get older, including during puberty.
- To recognise the similarities between themselves and others and treat others with sensitivity and respect.
- Know that there are many different kinds of friendship and be able to discuss friendships with significant adults within the school.
- That the life processes common to humans and other animals include nutrition, growth and reproduction
- The main stages of the human life cycle, including conception to the birth of a baby.

Relationship and Sex Education will be delivered to all pupils in Key Stage 2 at an appropriate level through the following themes:

- Similarities and differences
- Feelings
- Keeping safe
- Keeping yourself clean and healthy
- Someone to talk to

- Friends
- Families of all kinds
- Growing and changing
- Male and female/body parts, reproduction and birth
- Choices and consequences
- Gender stereotypes / gender identity, including transgender (Year 5 & 6)
- Sexual orientation (Year 5 & 6)
- Sexual exploitation (Year 5 & 6)

Content and delivery will be matched to the age, maturity, understanding and needs of the pupils in each year group. We will use various methods at the beginning of each year to assess children's current knowledge, understanding and skills in order to ensure that the content of the programme is relevant.

In order to promote common understanding amongst the children we make use of the correct terminology to discuss sexual body parts in school. Whilst we acknowledge that children have different family names for sexual parts we teach and encourage the use of the scientific names. Children need to learn the correct biological/medical names for the genitalia and reproductive organs. Having the right language to describe the private parts of their body – and knowing how to seek help if they are being abused – are vital for safeguarding. The words we will use include: penis, vagina, clitoris, testicles, breasts, nipples. This language is reflected in the resources used to deliver Relationships and Sex Education. In November 2013, the Office of the Children's Commissioner (OCC) completed an inquiry into child sexual exploitation (CSE) which has raised awareness of the prevalence of this issue and the urgent need to tackle it.

Younger pupils should learn that their body belongs to them and that they can say who has access to it. This is a key element in a school's approach to safeguarding. Learning to respect boundaries – their own and other people's – helps children to understand the need to obtain consent and that everyone has the right to offer or withhold their consent for any activity, sexual or otherwise. (Sex and Relationships Education for the 21st Century - PHSE Association and Sex Education Forum 2014).

Delivery

The formal Relationships and Sex Education programme will be delivered in each year group through a weekly PHSE session. We ensure that Relationships and Sex Education is integrated into the curriculum and not isolated, taken out of context or over-emphasised in any way. It will also be delivered through broader topic-based work and through other curriculum subjects, for example Science, and RE. Children will be encouraged to recognise and apply the knowledge and skills they learn in PHSE to other contexts both within, and outside of, the school setting.

We recognise that Relationships and Sex Education sessions require the use of a range of teaching and learning strategies in order that children have the opportunity to develop skills, explore attitudes and values and acquire knowledge. The range of teaching and learning strategies employed in the delivery of Relationships and Sex Education at Queensway Primary include:

- watching videos
- discussion
- single sex and mixed sex groups
- small group work
- use of a question box
- using distancing techniques
- worksheet activities

Individual teachers will ensure that all pupils are able to access the activities to be employed. Appropriately differentiated activities will be provided for pupils who need these. Children will be made aware of the intended learning outcomes of each lesson/topic so that they can assess their own development and make progress.

Relationships and Sex Education will be delivered by class teachers. We ensure that both male and female pupils receive information on the emotional and physical changes of the onset of puberty in both genders. This information will be taught in class groups. In Year 5 and 6 whilst most sessions will be delivered to class groups, some of the sessions on puberty may be delivered to gender groups so that the children have the opportunity to ask questions that they might feel less comfortable asking in a mixed gender setting. There may be occasions where groups of children, particularly those with additional learning needs, are taught Relationships and Sex Education in smaller groups or individually in order to maximise their learning.

Assessment

Children's progress and learning in relationship and sex education will be assessed against appropriate learning objectives. Note will be taken of pupil's individual responses to the units of study and included in the assessment of progress in personal and social development. Many of the schemes of work have self-evaluation activities that provide teachers with formative assessment and evidence of the pupils understanding of the subject.

Resources

Resources are reviewed and updated by the PHSE Co-ordinator on an annual basis, who ensures that they reflect the needs of children within the school and includes the most up to date information. The PHSE Co-ordinator consults national and local guidance on appropriate Relationships and Sex Education resources and then judges their suitability for use with our children.

We will remain flexible in our choice of resources and teachers will adapt resources to fully address the needs of all children within their class. Resources may include:

- Living and growing scheme (adapted to the pupils needs)
- Year 4, 5, and 6 Oxfordshire schemes of work
- Booklets
- Books (based in the library)
- SCIB recommended resources such as "Alright Charlie"
- Real Love Rocks resources (Year 6)

Safeguarding Children in Banbury (SCIB)

Safeguarding Children in Banbury is a collaboration of schools, colleges, health professionals, police, social care and additional support agencies working in partnership, to educate and inform our young people and families about three main focus areas. These focus areas are:

- Substance misuse, being healthy and good and bad habits
- Internet safety
- Child Sexual Exploitation (CSE)

The main objectives of this group for children, young people and the wider community are as follows:

- I know how to keep myself safe from...
- I know how to keep my child safe from...
- We know how to keep our community safe from...

Each focus area is differentiated and taught appropriately based on the children's age and level of understanding. These sessions are taught by class teachers alongside weekly PSHE lessons. Each year group follows a progression of key learning objectives which relate to PSHE outcomes.

Answering Children's Questions

Children are naturally curious and we believe that if a child asks a question they require an honest and factual answer. This is true of questions asked in all curriculum areas and at other times during the school day.

All staff in the school will answer children's questions around sex and relationships issues in line with the following guidance which is based on that given by the Local Authority:

- We shall attempt to deal with questions in a sensitive, open, frank and matter of fact way.
- Questions concerning homosexuality, sexually transmitted infections and contraception will be answered if raised, in an age appropriate manner and where appropriate the parent informed.
- Difficult or explicit questions do not have to be answered directly. Teachers will use their own discretion in these situations and will inform the Head teacher of any controversial points.
- Most groups will be mixed gender within a year group, but if the teacher feels it is more appropriate for certain aspects, single sex groups will be formed with a year group.

Equal Opportunities

Queensway Primary encourages respect for all regardless of gender and gender identity, ethnicity, ability, faith, culture, sexuality, sexual orientation, disability, home background or other personal circumstance. Within our relationship and sex education provision, we will ensure that resources used and teaching styles employed reflect and support the diversity of our pupils and wider society. All members of the school community will feel safe, valued and respected. (see Equality Policy)

Throughout the school there will be consistent challenging of homophobic attitudes, behaviour and language.

We recognise that children at Queensway come from a range of family backgrounds, these include: children whose parents are not married; children whose parents have divorced or separated; children in public care; children living with foster parents, grandparents, parents of different ethnicities, disabled parents, same-sex parents and single parents. We will endeavour to ensure that children see these family groupings and relationships represented and affirmed within the relationship and sex education curriculum and resources.

We have also given due regard to the Sex and Relationships Education guidance issued by the DfEE in 2000 and Sex and Relationships Education for the 21st Century - PHSE Association and Sex Education Forum 2014.

Planning has taken account of the diverse needs of pupils and sessions will be differentiated as appropriate. Young people with special educational needs will not be withdrawn from Relationships and Sex Education, but will be given 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. Work may be planned in different ways in order to meet the individual needs of young people with special educational needs.

Safeguarding Children, Confidentiality and Child Protection

All staff members at Queensway Primary School have a duty to safeguard the well-being of children (see policy). Relationship and Sex Education can be a sensitive issue. To protect privacy and engender respect for all, teachers will be expected to develop ground rules with pupils at the onset of potentially sensitive issues. Pupils should also be informed that teachers cannot offer or guarantee pupils unconditional confidentiality. If a pupil were to make any form of disclosure, staff must ensure that it is treated and reported in line with the safeguarding policy and procedures.

At Queensway Primary School we recognise that the open discussion associated with PHSE/ Relationships and Sex Education may lead to children making disclosures about things that they are worried about or about abuse. There may also be occasions when a teacher may hear things or observe activity/behaviour that may

raise concerns of a child protection issue. In these situations, the teacher will consult the school's Child Protection Designated Officer. The Child Protection Designated Person will then work in line with the relevant school policies in terms of any further action that may be taken. This includes the mandatory reporting duty regarding Female Genital Mutilation (FGM). Staff should use safeguarding procedures if they suspect a child is at risk and should personally report to the police, cases where they discover an act of FGM appears to have been carried out. FGM is illegal under the FGM Act 2003 and is a form of child abuse. Under Section 5B of the 2003 Act (as inserted by Section 74 of the Serious Crime Act 2015) a mandatory reporting duty was introduced for Teachers to report 'known' cases of FGM from 31st October 2015 – please see the Child Protection Policy for more information.

Where a staff member has to disclose information to another party, this will be done following discussion with the pupil if this is possible and appropriate. Sensitive information is only disclosed internally or externally with careful attention to the rights and needs of individuals. For more detailed information on the processes for child protection please consult the school's Child Protection and Safeguarding policies which are available on the school website.

Review

This policy will be reviewed every 3 years by the Head Teacher and the Pupil Outcomes Committee. Any alterations that come from this review will be discussed and ratified by the full Governing Body.

Ratified by Governors on

Chair of GovernorsDate

Head TeacherDate