

Marlfields Primary Academy

Relationship and Sex Education Policy

Introduction

Our school's policy on sex and relationship education is based on the DfES document 'Sex and Relationship Education Guidance' (DfES 0116/2000). We recognise that 'Relationship and Sex Education' is the policy's full title, but for brevity's sake, we will refer in the rest of this policy as 'RSE'.

In the DfES document, 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.'

Sex education is an integral part of the Personal, Social and Health Education (PSHE) curriculum in our school. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity. These aims complement those of the Science curriculum in KS1 and KS2.

Statutory requirements

All schools have a responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education. RSE will become statutory in all schools from September 2019. The law requires that Relationships and Sex Education (RSE) is to be taught in all secondary schools in England, and that Relationships Education is to be taught in all primary schools in England. Primary schools are also required to teach the elements of sex education contained in the science curriculum, and Health Education will also be mandatory in all Government-funded schools, which includes content on puberty.

Aims and Objectives

The aims of Relationships and Sex Education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Help pupils develop feelings of self-respect, confidence, tolerance and empathy
- Create a positive culture around issues of sexuality and relationships, including the importance of family for the care and support of children
- Help children to understand the consequences of their actions and behave responsibly within positive relationships
- To be able to recognise unsafe situations, protect themselves and ask for help and support

Context

We teach about sex in the context of the school aims and values and as part of our PHSE and Science curriculum. While sex education in our school means that we give the children information about sexual development and behaviour, we do this with an awareness of a moral code and family values which underpin all our work.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships, emotions and conflict
- Recognising and assessing potential risks to support keeping themselves safe
- Assertiveness linked to building positive relationships
- Seeking help and support when required, enabling children to recognise negative or abusive relationships
- Informed decision-making, knowing their rights and responsibilities

- Self-respect, tolerance and empathy for others
- Recognising and maximising a healthy lifestyle
- Discussion and group work

Organisation

As a whole school, we teach children about relationships and we encourage children to discuss issues. All RSE lessons linked to our PSHCE scheme of work (supported by the PSHCE Association) and where appropriate Science curriculum, have a clear structure and are age appropriate. They are designed to demonstrate a wide range of teaching methodologies to equip teachers with the skills to deliver excellent RSE. We aim to deliver these lessons in a sensitive way, modelling positive attitudes to RSE and responding to the needs of individual pupils. Where possible all children should join in discussions and learning activities to support their development and understanding.

Parents are informed when the children will be learning about these aspects of RSE and are invited into school to preview any video content before their child watches it and to access information on the curriculum content and structure. Encouraging parents to view the content of the curriculum ensures they can support their child and make informed decisions.

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 found 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. In Key Stage 2, we teach about life processes, and the main stages of the human life cycle, in greater depth. Where possible we invite members of the Health Care profession into school to support work on personal hygiene and puberty.

The role of the parents and carers

The school is well aware that the primary role in child sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of the children at our school through mutual understanding, trust and cooperation. To promote this objective we:

- Answer any questions that parents or carers have about the RSE of their child
- Take seriously any issue that parents or carers raise with teachers or governors about this policy, or about arrangements for RSE in the school

Parents and carers have the right to withdraw their child from all or part of the RSE programme that we teach at our school. If a parent wishes their child to be withdrawn, they should discuss this with the class teacher and make it clear, in writing, which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents/carers in this regard.

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. In particular, members of the Local Health Authority, such as the school nurse, social workers and other health professionals give us valuable support with our RSE programme.

Confidentiality

Teachers conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved (or likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection (in which case we follow the school Child Protection Policy/ Safe Guarding Policy for disclosure). Teachers will respond in a similar way if a child indicates that they have been a victim of abuse.

They will not try to investigate, but will immediately inform the Principal, who is the named person for child protection issues, about their concerns. The Principal will then deal with the matter in consultation with health care professionals (see our Safeguarding Policy).

The role of the Principal

It is the responsibility of the Principal to ensure that the RSE policy is implemented effectively.

Monitoring and review

The Governing Board gives serious consideration to any comments from parents and carers about the RSE programme, and maintains a record of all such comments.

Inclusion and Opportunities for All

As a fully inclusive school, Marlfields Primary Academy strive to fully include all pupils in all aspects of learning. We promote the use of Mind Friendly Learning Strategies and awareness of preferred learning styles so that children can access our curriculum and marking system regardless of their academic abilities or Special Educational Needs or Disabilities. Children eligible for funding through the Disadvantage Grant may access pre or post learning support or other targeted intervention to support their learning and where possible close any gaps between their achievement and progress and that of their peers. This bespoke support monitored and evaluated by the Disadvantaged Grant Manager and SENCo.

Links with other Policies

ARR Policy SEN Policy Equal Ops Policy
All management policies PSHCE Policy
RE Policy
Science Policy

Review

Reviewed: September 2020

Approved by Governing Body: November 2020 *Margaret Hartsdale* (Chair)

To be reviewed by: September 2021

Appendix

Marlfields Primary Academy RSE Curriculum overview

In Year One the children cover these aspects of the PSHE Framework,

- Know how to keep clean and look after oneself
- Know how people grow and change
- Understand that babies become children and then adults
- Know the differences between boy and girl babies
- Know there are different types of families
- Know which people we can ask for help

In Year Two the children cover these aspects of the PSHE Framework,

- Talk about the ways boys and girls can be the same and different
- Understand that some people have fixed ideas about what boys and girls can do
- Describe the difference between male and female babies
- Describe some differences between male and female animals
- Describe some differences between boys and girls
- Understand that making a new life needs a male and a female
- Describe the physical differences between males and females
- Name the male and female body parts

In Year Three the children cover these aspects of the PSHE Framework,

- Know some differences and similarities between males and females
- Name male and female body parts using agreed words
- Identify different types of touch that people like and do not like
- Understand personal space
- Talk about ways of dealing with unwanted touch
- Understand that all families are different and have different family members
- Identify who to go to for help and support

In Year Four the children cover these aspects of the PSHE Framework,

- Describe the main stages of the human lifecycle
- Describe the body changes that happen when a child grows up
- Know that during puberty the body changes from a child into a young adult
- Understand why the body changes during puberty
- Identify some basic facts about pregnancy
- Know about the physical and emotional changes that happen in puberty
- Know that each person experiences puberty differently

In Year Five the children cover these aspects of the PSHE Framework,

- Explain the main physical and emotional changes that happen during puberty.
- Ask questions about puberty with confidence.
- Understand how puberty affects the body and the emotions.
- Describe how to manage physical and emotional changes.
- Explain how to stay clean during puberty
- Describe how emotions change during puberty
- Know how to get help and support during puberty

In Year Six the children cover these aspects of the PSHE Framework,

- Describe how and why the body changes during puberty in preparation for reproduction
- Talk about puberty and reproduction with confidence
- Discuss different types of adult relationships with confidence
- Explain how babies are made
- Describe the decisions that have to be made before having a baby
- Know some basic facts about pregnancy and conception
- As part of our learning of British Values, children learn to be aware of and respect different types of relationships i.e. homosexuality