**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 do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Principal.

**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.

**7. Links with other Policies**

ARR Policy SEN Policy Equal Ops Policy

 All management policies PSHCE Policy

RE Policy

Science Policy

 **Review**

Approved; September 2020

 Review Date; September 2021

Appendix 1

Marlfields Primary Academy RSE Curriculum overview

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

* About people who care for them and the role these people play in children’s lives.
* What it means to be a family and how families are different e.g. single parents, same-sex parents.
* About the importance of telling someone and how to tell them if they are worried about something in the family.
* About situations when someone’s body or feelings might be hurt and whom to go to for help.
* About what it means to keep something private, including parts of the body that are private.
* To identify different types of touches and how they make people feel (e.g. hugs, tickling, kisses and punches)
* How to respond if being touched makes them feel uncomfortable or unsafe
* When it is important to ask for permission to touch others
* How to ask for and give/not give permission.

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

* About the human life cycle and how people grow from young to old.
* How our needs and bodies change as we grow.
* To identify the main part of the body including external genitalia.
* About change as people grow up, including new opportunities and responsibilities.
* When and how to ask for help and how to help others with their feelings.
* About the difference between happy surprises and secrets that make them feel uncomfortable or unsafe.
* How to ask for help if they feel unsafe or worried and what vocabulary to use.

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

* To recognise and respect that there are different types of families, including single parents, same-sex parents, step parents, blended families, foster and adoptive parents.
* To identify when/if something in a family might make someone upset or worried.
* What to do and whom to tell if family relationships are making them feel unhappy or unsafe.
* How to report something seen or experienced online that concerns them.
* To identify basic human rights including the rights of children.

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

* About the features of positive healthy friendships such as mutual respect, trust and sharing interests.
* How knowing someone online differs from knowing someone face to face and that there are risks with communicating with someone they don’t know.
* When is it right to keep or break a confidence or share a secret?
* How to report concerns and seek help if worried or uncomfortable about someone’s behaviour, including online.
* To recognise differences between people such as gender, race, faith
* How to identify external genitalia and reproductive organs.
* About the physical and emotional changes during puberty
* The importance of personal hygiene routines during puberty including washing regularly and using deodorant.
* How to get information, help and advice about puberty.

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

* To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations.
* How to ask for, give and not give permission for physical contact.
* That no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about.
* Whom to tell if they are concerned about unwanted physical contact.
* About personal identity and what contributes to it, including race, sex, gender, family, faith culture, hobbies, likes/dislikes.
* How to recognise, respect and express their individuality and personal qualities.
* Key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams.

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

* What it means to be attracted to someone and different kinds of loving relationships.
* That people who love each other can be of any gender, ethnicity or faith.
* The difference between gender identity and sexual orientation and everyone’s right to be loved
* About the qualities of healthy relationships that help individuals flourish.
* Ways in which couples show their love and commitment to one another.
* What marriage and civil partnership mean.
* That people have the right to choose when they marry or whether to get married.
* Identify the links between love, committed relationships and conception.
* How pregnancy occurs i.e when a sperm meets an egg and the fertilised egg settles into the lining of the womb.
* About the responsibilities of being a parent or carer and how having a baby changes someone’s life.