**Sir Edmund Hillary Primary School**

**Relationships and Sex Education Policy**



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**Introduction**

Sir Edmund Hillary Primary School considers that Relationships and Sex Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum and is linked to Science. 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. This policy reflects the requirements of the DfE Sex and Relationship Guidance. We recognise that as a school we have a legal 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.

Defining Comprehensive Relationship Education

The Department for Education defines relationships education as, *teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.*

However, we believe comprehensive relationship education is designed to help children to develop the skills to recognise and manage healthy relationships both online and in the real world. It is designed to build self-esteem and to explore personal identity.

It is about helping children understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families; to understand the fact every human being is unique and has the right to be respected. There are many different family structures and all children have the right to feel safe.

Comprehensive relationship education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touching, to realise that their body is fantastic and belongs to them. It is about building the foundations of an understanding of consent and personal boundaries; in that no one has the right to touch you in a way you don’t like but also the difference between public and private behaviours.

It is important for children to know the names and functions of their body and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their private parts, children are proven to be safer from abuse.

In addition, we believe comprehensive relationship education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe. This is a required element of the Health Education Guidance.

Defining Sex Education at Primary School

Although The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made Relationship Education compulsory in all primary schools, sex education is currently **not** compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils.

As set out in the guidance it is up to individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. We, like many other schools already choose to teach some aspects of sex education and will continue to do so.

We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology we believe it is better that children receive age appropriate answers from us than it being left to their peers or the internet.

In our school sex education is an opportunity to answer children’s questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in human life cycle set out in the National Curriculum for Science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both girls’ and boys’ bodies function and change as they grow into adults.

We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgement. Evidence states that a graduated age-appropriate spiral curriculum is the best way of preventing the topic of sex, reproduction and private body parts of becoming taboo and children from becoming embarrassed by the topic.

**Aims**

The following aims compliment those of the Science curriculum in KS1 and KS2.

* To have the confidence and self-esteem to value themselves and others
* To understand about the range of relationships, including the importance of family for the care and support of children
* To develop confidence in talking, listening and thinking about feelings and relationships
* To be able to name parts of the body and describe how their bodies work
* To be prepared for puberty
* To understand the consequences of their actions and behave responsibly within relationships
* To be able to recognise unsafe situations and be able to protect themselves and ask for help and support
* To understand the role the media plays in forming attitudes
* To understand how safe routines can reduce the spread of viruses

**Objectives**

As part of RSE, pupils will be taught about the nature and importance of marriage for family life and bringing up children. They also need to understand that there are strong and mutually supportive relationships outside of marriage. We ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents/carers.

**Teaching and Learning including delivery of the Curriculum**

We teach RSE through different aspects of the curriculum and carry out the main RSE teaching in our PSHE curriculum. Each year group will cover 3 main strands within the PSHE curriculum: Relationships, Physical Health and Mental Wellbeing and Living in the Wider World.

The scheme of work for RSE at Sir Edmund Hillary Primary maps out a grid of units for each year group which progresses and returns to themes as children move through the school (see Appendix A)

We also teach RSE through other subject areas (eg Science, PE and R.E.), 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. Linked with R.E. children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Since RSE incorporates the development of self-esteem and relationships, pupils’ learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

**Science Curriculum**

Early Years Foundation Stage children learn:

* All about life cycles.
* Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 children learn:

* That animals including humans, move, feed, grow and use their senses and reproduce
* To recognise and compare the main external parts of the bodies of humans
* That humans and animals can reproduce offspring and these grow into adults
* To recognise similarities and differences between themselves and others
* To treat others with sensitivity

In Key Stage 2 children learn:

* That the life processes common to humans and other animals including nutrition, growth and reproduction
* About the main stages of the human life cycle

In **Year 5** we place a particular emphasis on RSE, as many children experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single sex question sessions. Teachers do their best to answer all questions with sensitivity and care.

**By the end of Key Stage 2**, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach these with due regard for the emotional development of the children.

**The Role of Parents**

The school is well aware that the primary role in children’s RSE 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:

* Inform parents about the school’s RSE policy and practice
* Answer any questions that parents may have about the RSE of their child
* Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
* Parents have the right to withdraw their children from those aspects of Sex and Relationship education, not included in the Science Curriculum. However this rarely happens as by working in partnership with parents they recognise the importance of this aspect of their child’s education
* If parents/carers do request their child be removed from these lessons, then that child will be provided with alternative work, linked with the PSHE and Citizenship programme, and be invited to join another class for that session.  A register of any such pupils will be kept and distributed to all teachers involved.

**The Role of the Headteacher**

It is the responsibility of the Headteacher to:

* Ensure that parents and staff are informed about our RSE policy
* The policy is implemented effectively.
* Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
* Monitor this policy on a regular basis and reports to governors on the effectiveness of the policy.

**The Role of the School and Other Members of the Community**

The school liaises with external agencies regarding the school RSE 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.

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 and other health professionals, give us valuable support with our sex education programme. Health professionals are expected to work within the school’s RSE policy and on the instructions of the Head of School.

**Content**

**(See RSE scheme of works for further details appendix A)**

* Health Education including, personal safety, hygiene, physical and sexual development, growth and change, puberty and human reproduction
* Personal and social development, including relationships with family and friends, self-esteem, emotional development, gender roles and stereotyping.

**Language**

Children should be introduced, at appropriate stages, to the correct terminology in their programme of sex education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

**Pupils’ Questions**

Teachers will reply to, and answer, children’s questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths’ views and avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents’ wishes before questions are answered.

If the teacher decides to discuss the matter on an individual basis, a record must be kept of that discussion.

**Harassment and bullying**

Pupils come from a variety of backgrounds and all are entitled to learn in a supportive environment, free from fear.  Some pupils may use terms negatively as a way to harass other pupils.  This is unacceptable and will be dealt with as any other form of harassment, through the school behaviour and discipline procedures.  An understanding of human difference, including sexuality, is an important aspect of education and will be addressed as appropriate through the curriculum.

**Visiting speakers**

Any visiting speakers to the school should be familiar with the policy on Sex and Relationships Education. All sessions run by a visiting speaker should also be attended by a teacher familiar with the policy.

**Advising Parents/Carers**

Parents/Carers will be advised by letter (see Appendix B) about forthcoming relationship and sex education lessons. Further details of the lessons will be provided to parents upon request and they will be invited to view any materials before the lesson. The RSE policy is available on the school website and an overview for the term’s teaching added to the class pages. Parents will be notified accordingly as new planning is uploaded. There is a FAQ’s section on the school website where parents can find further DfE guidance. An informal parents’ information meeting (see Appendix C) is held within each phase to enable parents to find out about what their child will learn and ways in which they can best support their child to discuss these topics at home. During this meeting parents will be asked to complete a questionnaire (Appendix D) and these parent views will be taken into consideration when preparing sequences of work.

**Confidentiality**

Teachers conduct sex education lessons in a sensitive manner.  However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher 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 will talk to the child as a matter of urgency.  If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection.

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils’ best interests are maintained. If confidentiality has to be broken, then pupils are informed first and then supported by the designated teacher throughout the whole process.

**Special Needs**

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

**Equal Opportunities**

RSE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

**Monitoring and Evaluation**

This policy scheme of work will be regularly reviewed and any feedback from teachers, parents/carers and pupils will be considered.

**Complaints Procedure**

Any complaints about the Sex and Relationship programme should be made through the school’s complaints procedure and in the first instance be directed to the Headteacher.

**Resources**

Resources are stored in the staffroom on the staff bookcase and in the PSHE curriculum file. Electronic resources are available on the school’s server. Any queries regarding resources should be directed to the Pastoral team.

**Dissemination**

Copies of this policy will be provided for teaching staff and governors. Parents/carers will be informed of its availability upon request. The policy will be available on the school website.