

Lealholm, Castleton and Glaisdale Primary School

Relationships and Sex Education Policy

What is Relationships and Sex Education?

Sex and relationship education is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. The curriculum includes teaching of sex, sexuality and sexual health.

Consultation

This policy was written in consultation with parents, staff and Governing Body and is available on the school website

Why we teach sex and relationship education in our school:

The purpose of implementing this policy is to ensure that pupils at Lealholm, Castleton and Glaisdale School are provided with information on the basic biology of human reproduction and the physical, emotional and social changes that occur during puberty and adolescence. The teaching of Sex and Relationships education will allow pupils to develop an understanding of changes to themselves and others, through exploring attitudes and feelings and appreciating a range of values. Sex and Relationships education has a vital role to play in contributing to children's personal and social development.

Our Principles and values behind this Policy:

We believe that SRE (Sex and Health Education) should:

1. Recognise that Parents/Carers are the key people in teaching children about relationships, growing up and sex. We aim to work in partnership and consult with them about the content of the programme.
2. Be an integral part of the life-long learning process, beginning in early childhood and continuing into adult life.
3. Be an entitlement for all pupils in our care.
4. Generate an atmosphere where questions and discussions on personal matters provide accurate information and can take place without stigma or embarrassment.
5. Recognise that there are different models for a successful family life and an acceptance of different approaches, including sexual orientation. We support the principles of family commitment, love, respect, knowledge and openness.
6. Equip children with the information to support them through the often challenging changes that take place during puberty. This is most effective as the changes begin to take place.
7. Believe that children who are encouraged to discuss body matters and sex in a sensitive and positive way are more likely to be comfortable talking about

issues as they are older. This increases the likelihood that they will behave responsibly in their later sexual relationships.

8. Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers and other advisors.

Equal Opportunities and Inclusion

We intend our policy to be sensitive to different groups regardless of gender, ethnicity, cultural and religious diversity, language, family set up, appearance, ability, disability, social background or sexual orientation.

Aims:

The aim is to provide children with age and maturity appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

- An awareness, understanding and respect for self, including self-confidence and self-esteem
- An awareness and respect for others and their view
- Taking responsibility for choices and actions
- The promotion of understanding and empathy to enable all pupils to treat others with fairness and respect
- An awareness of discrimination, teasing, bullying, the use of prejudiced-based language and how to respond and ask for help
- The development of relationships based on mutual understanding and trust
- Develop a regard for family life, friends and the wider community

The Relationships and Sex Education at Lealholm, Castleton and Glaisdale School will have three main elements which prepare children for adult life:

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices with an absence of prejudice
- developing an appreciation of the consequences of choices made
- able to take responsibility and have respect for their bodies, wellbeing and sexual health
- develop assertiveness skills to managing negotiation and conflict
- learning how to recognise pressure and ways of dealing with it
- empower pupils with the skills to be able to recognise inappropriate/uncomfortable situations and/or behaviours with their peers and adults

Attitudes and Values

- learning the importance of values, individual conscience and moral choices
- understand a range of family models and sexualities: Lesbian, Gay, Bisexual and Transgender (LGBT) and able to challenge transphobic and homophobic language
- an understanding of their own and others' rights over their own bodies including the right to be free from abuse
- demonstrating the values of respect, love and care
- exploring, considering and understanding moral dilemmas
- a positive attitude towards diversity and difference
- challenging misconceptions

Knowledge and Understanding

- learning and understanding physical and emotional development at appropriate stages, including the appropriate terminology to describe the names for their genitalia and reproductive organs
- understanding human sexuality, reproduction, sexual health, emotions and healthy relationships
- learn that their body belongs to them and they can say who has access to it
- learn and implement strategies to keep safe both on and offline
- consider the impact of the media on body image and portrayal of all genders
- learn about where to go for help or advice in school and how to access a range of local and national support agencies
- learning how to recognise and avoid abuse, control and exploitation, and how to seek help if they are being abused / exploited

What will the content be?

Sex and Relationship Education is set within the wider context of the PSHE curriculum and delivered through science, RE, PSHCE, Literacy and circle times. Sex and Relationships Education is taught by classroom teachers.

A range of teaching methods which involve children's full participation are used to teach Sex and Relationships Education. These include use of video, discussion, looking at case studies and drama.

Sex and Relationships Education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant.

The programme aims to cover the following topics:

In KS1:

- know the names of body parts and those which should be private
- know the difference between appropriate and inappropriate touch
- know they can say no to unwanted touch and practise skills needed to do this
- importance of personal hygiene
- awareness of different types of relationships and families
- explore importance of friendship and practise skills needed to make, value and maintain in order to build positive and healthy relationships
- know how to protect themselves online from inappropriate relationships and images
- identifying trusted adults they can ask for help and support

In KS 2:

- exploring different types of relationships and families
- self-esteem and self-awareness
- emotional communication skills including saying 'no', being assertive and dealing with conflict
- exploring friendships-making, valuing and maintaining these
- developing a positive body image and influence of media
- peer influence and pressure

- challenging stereotypes including prejudice and homophobia
- how to protect themselves online from inappropriate relationships and materials, including grooming, sexting and live video (see Online Safety policy)
- where and how to find help and support from trusted adults and organisations

In addition Years 5 and 6 will receive separate sessions covering:

- the physical and emotional changes of puberty
- importance of personal hygiene especially during puberty
- changing relationships as we grow up
- Sex education

Assessing pupil's progress:

Baseline assessments are carried out to assess prior knowledge before a topic is taught, this then informs planning. The North Yorkshire age related expectations are used to assess pupil's progress and make summative judgements. Children who do not meet expectations are provided with extra provision such as Compass Buzz programme or Lego therapy.

Roles and Responsibilities:

The Governing Body - PSHE and SRE governors Amy Newton and Polly Finlay

The governing body has the responsibility to ensure a school has an up-to-date SRE policy that describes the content and organisation of SRE through the national curriculum science and other curriculum areas like PSHE. The governing body has the responsibility to ensure the school is meeting requirements under the equalities legislation (Equalities Act 2010) so they need to ensure the curriculum reflects the diversity of modern Britain including representing a range of families and sexualities in both primary and secondary schools.

The governing body has the responsibility through the statutory guidance 'Keeping children safe in education' (April 2014) to consider how pupils may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through PSHE, and /or for maintained school through SRE. Specific issues referred to in the document include sexual exploitation, domestic violence, bullying including cyber bullying, sexting and teenage relationship abuse.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Headteacher's responsibilities in respect of SRE are to:

- Work with governors to ensure compliance with the statutory guidance
- Liaise with the PSHE co-ordinators to ensure the effective delivery of the SRE within the curriculum is being monitored
- Keep the governing body fully informed of provision, issues and progress around SRE issues
- Act upon any concerns which may arise from pupil's disclosure during SRE sessions

- Monitor staff training requirements in relation to effective teaching and learning of SRE
- Ensure parents/ carers are informed when their children will be taught SRE to support a partnership approach but also that they do have the right to withdraw their child from any SRE that is not a statutory part of the National Curriculum

The PSHE Co-ordinators Lesley Stanley and Vicky Porter

The schools have co-ordinators for PSHE who are responsible for all aspects of the subject including SRE. In respect of SRE, responsibilities are to:

- Ensure the implementation and quality of long term and medium term SRE schemes of work
- Ensure that all staff are confident in the skills to teach and discuss SRE issues as trained, confident and competent staff are essential to raise standards in SRE
- Consider the needs of all pupils, and to achieve this recognise that the school might need to address some specific issue.
- Consult with pupils to inform provision around SRE and use the schools' Growing up in North Yorkshire bi-annual survey results to inform planning
- Access appropriate training
- Monitor and advise on SRE organisation, planning and resource issues across the school
- Ensure procedures for assessment, monitoring and evaluation are included
- Liaise with the named governor for SRE

Monitoring and Review

The PSHE Subject Leader provides support and advice to other members of staff, monitors quality of teaching and is responsible for evaluating and reviewing the programme and provision for Relationships and Sex Education across the school. She will also further staff development by providing opportunities for staff to update and extend their knowledge.

The PSHE Subject Coordinator in discussion with the staff, The Head Teacher and the Governing Body will review this policy every year

Child Protection/ Confidentiality

Teachers need to be aware that effective sex and relationships education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Head Teacher/ Designated Child Protection person (Helen Ward) in line with the LEA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

Sexually Explicit Questions

Staff will:

- Provide a question box where pupils can post their written questions
- Answer only questions that are inline with the details of this policy and encourage children to ask their parents questions that fall beyond this
- Make it clear that no personal questions should be asked
- Use professional judgement whether the answer to questions is done individually or in front of the whole class.

Links with other Policies

This policy is linked with the following policies:

Anti Bullying Behaviour
Confidentiality
Child Protection
Equal Opportunities
E Safety
Science

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