



Relationships and Sex Education Policy

June 2020

Coleshill Heath School
Lime Grove
Chelmsley Wood
Birmingham
B37 7PY

Headteacher: Miss N Fowles
Deputy Headteacher: Miss C Budd
Tel: 0121 779 8070
office@chs.solihull.sch.uk

COLESHILL HEATH SCHOOL

RELATIONSHIPS AND SEX EDUCATION POLICY

1 Rationale

This policy outlines the purpose, nature and management of the Relationships and Sex Education (RSE) taught and learned in school. The implementation of this policy is the responsibility of all the teaching staff. Children will be taught RSE within the umbrella of Personal, Social Health Education (PSHE) and science.

Definition of Sex and Relationships Education

'RSE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999).

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

RSE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish.

"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights."

Report to the UN General Assembly - July 2010 | Item 69, paragraph 18

2 Aims and Objectives

Relationships and Sex Education, teaching and learning programme will contribute to the school's overall aims to help children:

- develop to their full potential
- make decisions and understand their consequences
- have self confidence and high self esteem
- respect themselves and respect other members of society.

More specific aims for relationship/sex education are as follows:

- To offer pupils a planned programme of education about human development, relationships, sexuality and family life that is developmental and appropriate to the age and maturity of the child.
- To encourage pupils to develop a positive attitude towards all bodily functions.
- To encourage pupils to develop an understanding of risk and safety and the motivation and skills to keep themselves safe.
- To encourage pupils to recognise, prepare for and manage growth, development and change.
- To encourage an appreciation of varieties of family which exist in our multi-racial and multi-faith society and of the value of family life.
- To reinforce the role of parents/carers as a major influence on the growth and development of their children.

- To encourage better communication about relationships and sexual matters between young people and their parents/carers, family and friends.
- Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.
- To encourage pupils to respect and value themselves and others and to behave responsibly.
- To challenge discrimination and prejudice in society and to promote equal opportunities.
- To encourage an awareness of the law as it relates to sexual behaviour.
- To increase pupils' awareness of cultural and religious influences on relationships and sexuality.
- To help pupils to make healthy and informed choices.
- To help pupils to develop the ability to recognise peer and social pressures and to resist such pressures where appropriate.
- To increase awareness of sources of help and to help pupils develop the confidence and skills needed to use them.

See Appendix I and II

3 **Morals and Values Framework**

Pupils will be taught relationships and sex education within the moral and value framework, which already exists within the school ethos and includes:

- respect for oneself and others
- respect for the rules and code of conducts

In addition, pupils will be encouraged to:

- Appreciate the value of family life and the responsibilities of parenthood.
- Appreciate that families have various forms (single parent, LGBT parents, foster and adoptive etc.)
- Consider the importance of self-restraint, dignity, respect for themselves and others, acceptance of responsibility, sensitivity towards the needs and views of others.
- Recognise the physical, emotional and moral implications and risks of certain types of behaviour and to accept that both sexes have equal responsibility in relationship matters.

4 **Content**

Children will develop an understanding of the following elements:

- Self – what they are like, strengths, weaknesses, responsibilities etc
- Changes – which happen to themselves and changes which happen to other people but still have an impact on them
- Relationships – with friends, relatives, teachers, people of the same and opposite gender
- Families – what makes a family, the roles of people in a family.

See Appendix II for specific RSE content

5 **Equal Opportunities**

All pupils at the school will be offered the same RSE curriculum entitlement; unless a parent wishes to withdraw their child from part of the programme (see “parental right to withdraw children”).

6 **Organisation of the CHS SRE**

Planning – the programme is based on the JIGSAW scheme of work and guided by the Subject Leader.

Generally, relationship education will be delivered through a range of experiences and contexts including:

- class time
- assembly
- every day classroom activities
- specific topics.

Throughout the programme, pupils will be encouraged to ask questions and these will be answered in an appropriate and relevant way.

7 **Specific Issue Statements**

7.1 **Confidentiality** – Teachers should not promise confidentiality because, if a child tells them something and the teacher believes they are either behaving illegally or they may be putting themselves in danger, then the Designated Member of Staff **MUST** be informed and action taken in the best interest of the child. See ‘Confidentiality Policy’.

7.2 **Bullying Procedures** – teachers and/or parents who are aware of any bullying which is taking place of a sexual nature should follow the procedures laid down in the ‘Positive Behaviour and Anti-Bullying Policy’ and ‘Child Protection Policy’.

7.3 **Supporting Gender Variant and Trans Young People** - Gender Variant and Trans* children will need support and/or specific provision. The following steps must be considered:

- 1) An individualised approach to support will be core: Listen to the child or young person and be led by them.
- 2) Name and Pronoun: Respecting a child or young person’s request to change name and pronoun is a pivotal part of supporting and validating that young person’s identity.
- 3) Uniform and dress: Trans* and gender questioning pupils have the right to dress in a manner consistent with their gender identity or gender expression.
- 4) Confidentiality and information sharing: All people, including pupils and students, have a right to privacy. This includes the right to keep private one’s trans* status or gender nonconforming presentation at school. It is not the job of schools to ‘out’ its pupils.
- 5) Working with parents and carers: Although many parents/carers are supportive of their child identifying as Trans*, this is not always the case. Schools should bear in mind that they are representing the interests of the child or young person and respect their request for confidentiality unless there are safeguarding reasons not to.

6) Toilets: CHS toilets are uni-sex. Any pupils or student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided access to a single stall toilet, but no pupil should be required to use such toilets.

7) Changing Rooms: The use of changing rooms by trans* pupils should be assessed on a case by-case basis in discussion with the trans* pupils or student. In most cases, trans* pupils or students should have access to the changing room that corresponds to their gender identity. This approach is underpinned by the Equality Act 2010 whereby refusing a child or young person access to the changing room of their true gender identity would constitute an act of discrimination.

8) PE and fitness: All lessons are taught to mixed classes of boys and girls. Trans* pupils will be supported to enable equal access to PE.

9) Residential trips: A degree of discussion, care and preparation is required to enable trans* pupils to participate in residential trips. To exclude trans* pupils from residential trips would be contravening the Equality Act.

10) Transition and medical intervention: Most support for young trans* people in schools will be around the social aspects of transition. For those choosing to undergo medical transition, schools should take into account the need for authorised absences. School staff will be able to be more supportive if they have an understanding of some of the key stages of medical transition.

7.4 Withdrawal from RSE Lessons - There is no right to withdraw children from Relationships Education. Parents/carers have the right to withdraw their children from all or part of the Sex Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the Head, Deputy Head and/or PSHE Lead who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SE programme until the request for withdrawal has been removed.

7.5 Working with Parents/Carers -

From September 2020, all primary age children will be taught Relationships and Health Education. Children at CHS have been taught this for many years. There is no right to withdraw children from this. Consultation on the delivery of this and on-going review and reflection by parents and carers is essential to ensure effective delivery.

A carefully constructed Sex Education program of study is taught at CHS. Parents and legal guardians do have a right to withdraw primary children from Sex Education. However, this has to be sanctioned by the Head teacher and time should be spent before, discussing any concerns and issues with the child's teacher and the subject lead.

Parents should also be aware that schools are legally required to provide a broad and balanced curriculum. Relationships and Sex issues can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. The Science curriculum in all maintained schools also includes content on human development, including reproduction, from which there is no right to withdraw children.

7.6 **Complaints Procedure** – any parent who has a complaint to make about the relationship/sex education programme should contact the Head teacher in writing.

8 **Procedures for Involving Outside Agencies**

Outside agencies may be used in the delivery of RSE and they must always follow the following guidance:

- Clarify with the Head the purpose of the involvement of the outside agency.
- Outside agency and staff discuss and clarify their role in school and the policy of the school.

9 **Dissemination of Policy**

This policy will be available on the school website and on the work drive so that it is available to all members of staff at the school, the school nurse, the chair of Governors and other interested parties. This policy will be made available for the following people who must request a copy if they wish to see it:

- LEA Inspector/Advisory Teacher.
- Parents of children attending school.
- Outside agencies involved in the delivery of relationship/sex education.

10 **Procedures for Monitoring and Evaluating the Policy and Practice**

10.1 The PSHE Subject Leader will monitor the policy and practice in the following ways:

- discussions with staff/SLT
- reading through medium-term plans for health related topics
- updating in line with government guidance

10.2 As a result of this process, the policy and practice will be evaluated and modifications made if required.

11 **Roles and Responsibilities**

11.1 The Subject Leader is responsible for ensuring that young people are receiving a relationship/sex education, suitable for their age and maturity. This will be achieved through the suggested scheme of work. The Subject Leader will be informed by members of staff as to the necessary changes or alterations that need to be made to the Scheme of Work. The Subject Leader will also be involved in the arranging of any professional development needed by staff.

11.2 Individual staff will be responsible for the delivery of the Relationships and Sex Education scheme of work. Staff will also be responsible for ensuring the subject matter is appropriate for the young people involved.

Related CHS Policies

- Personal, Social and Health Education Policy (PSHE)
- Drugs and Alcohol Education Policy
- Confidentiality Policy
- Positive Behaviour, Anti-Bullying and Reasonable Use of Force Policy

Relevant Websites:

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs> (updated 5.11.19)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf Primary School Parent Guide

Overview of Scheme of Work for JIGSAW PSHE at CHS

Term	Puzzle Name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at change

Overview of Scheme of Work for Sex and Relationship Education at CHS

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
1	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> • identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina • respect my body and understand which parts are private
2	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> • recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private • tell you what I like/don't like about being a boy/girl
3	Piece 1 How Babies Grow	<ul style="list-style-type: none"> • understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby • express how I feel when I see babies or baby animals.
	Piece 2 Babies	<ul style="list-style-type: none"> • understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow • express how I might feel if I had a new baby in my family
	Piece 3 Outside Body Changes	<ul style="list-style-type: none"> • understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies • identify how boys' and girls' bodies change on the outside during this growing up process • recognise how I feel about these changes happening to me and know how to cope with those feelings

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
3 (continued)	Piece 4 Inside Body Changes	<ul style="list-style-type: none"> • identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up • recognise how I feel about these changes happening to me and how to cope with these feelings
4	Piece 2 Having A Baby	<ul style="list-style-type: none"> • correctly label the internal and external parts of male and female bodies that are necessary for making a baby • understand that having a baby is a personal choice and express how I feel about having children when I am an adult
	Piece 3 Girls and Puberty	<ul style="list-style-type: none"> • describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty.
5	Piece 2 Puberty for Girls	<ul style="list-style-type: none"> • explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally • understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Piece 3 Puberty for Boys and Girls	<ul style="list-style-type: none"> • describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
5 (continued)	Piece 4 Conception	<ul style="list-style-type: none"> • understand that sexual intercourse can lead to conception and that is how babies are usually made • understand that sometimes people need IVF to help them have a baby • appreciate how amazing it is that human bodies can reproduce in these ways
6	Piece 2 Puberty	<ul style="list-style-type: none"> • explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally • express how I feel about the changes that will happen to me during puberty
	Piece 3 Girl Talk/Boy Talk	<ul style="list-style-type: none"> • ask the questions I need answered about changes during puberty • reflect on how I feel about asking the questions and about the answers I receive
	Piece 4 Babies – Conception to Birth	<ul style="list-style-type: none"> • describe how a baby develops from conception through the nine months of pregnancy, and how it is born • recognise how I feel when I reflect on the development and birth of a baby
	Piece 5 Attraction	<ul style="list-style-type: none"> • understand how being physically attracted to someone changes the nature of the relationship • express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

Procedure to be Followed -
Questions Relating to Growing Up and Relationship Education

If a child asks a sensitive question relating to Growing Up and Relationship Education, the member of staff should:

- a) ask the learner what they think the answer must be;
- b) then answer the question honestly but only giving the basic facts.
- c) If the adult does not know the answer, they should explain that they do not know but will find out.
- d) The adult should then find the answer and report back to the child.

If a member of staff feels unable to answer the learner, they should:

- a) explain to the learner that they are unable to answer the question but will find an adult who can.
- b) The member of staff should then ask another adult to explain the answer the learner in question.

The adult must never promise confidentiality to the child, in case the question raises Child Protection issues. If this is the case, staff need to see the DMS as soon as possible and report back any concerns.

If staff feel that parents/carers need to be informed of any issues relating to Growing Up and Relationship Education, they must first consult their Phase Leader and/or the Leadership Team who will make the necessary decision. It may be desirable for the DSM to be included in any communication with parents/carers.

Policy Name:	SEX AND RELATIONSHIPS EDUCATION
Staff Responsible:	Ms C Whiting
Governor Responsible:	Mrs M O'Neill
Date for Review:	June 2023 (3 Years)
Signed Headteacher:	Miss N Fowles
Signed Chair of Governors:	Mrs M Fitter
Date Ratified:	Committee 28.01.2020 with change Full Board 14 th July 2020