

# **MILVERTON COMMUNITY PRIMARY AND PRE SCHOOL**

## **Relationships and Sex Education Policy**



Last Review March 2020

Next Governors Review Date March 2022

### **Aims and Objectives of this Relationships and Sex Education Policy**

Our school's policy on relationship and sex education (RSE) is based on the requirements of the Education Act 2002, The Equalities Act 2010 and the DfE document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (DfE 2019). This continues to be the recommended RSE guidance under the new DfE legislation (2019).

In line with our school values of Care, Aspire and Belong the purpose of RSE at Milverton Community Primary and Preschool is to teach children about relationships and to equip them to have healthy, affirming relationships with themselves, others and the wider world. RSE is about the emotional, social and cultural development of our pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, different kinds of families i.e. same sex parents/racial and cultural differences (to reduce stigma and judgement) and personal identity.

The aim of the policy is to provide all pupils with support to help them to make positive choices about their relationships, safety and health both now and in the future. We acknowledge that relationships and sex education can only be taught within the broader context of Personal, Social Health and Citizenship Education (PSHCE).

We seek to achieve this aim through the following objectives:-

- To create and use a stimulating environment within which a pupil feels secure and is able to develop as a whole person.
- To encourage the whole school community to develop a responsible attitude to relationships and have consideration and respect for self and others.
- To enable pupils to acquire knowledge and make informed decisions.
- To develop skills and encourage positive attitudes which lead to a better understanding of healthy relationships.
- To make pupils aware of how to keep themselves safe both on and offline.
- To encourage socially acceptable behaviour in line with the school's behaviour policy. This will include the school having considered their response to incidents involving inappropriate or alleged inappropriate sexual behaviour.
- To provide reassurance that puberty, body changes - physical, emotional, and social are normal and acceptable.
- To follow the national curriculum for science and ensure pupils have a scientific understanding of reproduction in plants and some animals.

- To ensure that relationships and sex education is rooted in partnership between school and home.

### **Morals and Values**

The school believes that Relationships and Sex Education (RSE) is primarily the concern of parents and carers, supported by schools and community members. It should be based on a broad value system which encourages: -

- Respect for self
- Respect for others
- Responsibility for one's own actions
- Responsibility to our family, friends, school and wider community

### **Policy Development**

This policy has been developed in consultation with staff, governors, parents and pupils.

### **Roles and Responsibilities**

The governing body will hold the Headteacher to account for the implementation of this policy. The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE. Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

To strengthen the partnership already mentioned between the school and parents, the school will inform parents of decisions in relation to the taught curriculum on RSE. This will take the form of parents giving consent at the beginning of Years 4, 5 and 6 for their child to take part in the RSE curriculum to be taught during that academic year. This policy and the curriculum outline is available on the school's website and parents are also able to discuss this curriculum in further detail with the class teacher. We acknowledge that parents have the right to withdraw their children from all or part of the relationships and sex education taught in the school except for those parts included in the statutory National Curriculum. All children are expected to learn the content of the national science curriculum. If, after having discussed the matter with the Headteacher, parents wish to exercise their right to withdraw their child from the non-statutory part of the school's provision, they must apply to do so in writing to the Headteacher. If a child is withdrawn the school will offer a good quality alternative provision during this time.

## A sequence for teaching RSE

### Key Stage One

Year Group	Content	Outcomes
Year 1	Focuses on relationships with friends and family. It also begins to focus on more sensitive issues such as loss and bereavement.	I know who my friends and family are I can make people I care about happy I have thought about people who are important to me and how I feel about them
Year 2	Focuses on relationships with friends and family. It also begins to focus on more sensitive issues such as growing and changing and personal hygiene.	I know the stages of a life cycle I can identify some of the people who care for me I have thought about ways of keeping my teeth healthy

### Key Stage Two

Year Group	Content	Outcomes
Year 3	Focuses on relationships with friends and family. It further develops learning about sensitive issues such as personal hygiene.	I know that families can be different from one another I can say no to peer pressure I have thought about the importance of caring for myself and keeping myself clean
Year 4	Focuses on relationships. It tackles sensitive issues such as personal hygiene and puberty, recognising that changes we experience are natural and can be embraced positively.	I know the names for male and female body parts I can take responsibility for what I choose to do I have thought about how and why my body will change
Year 5	Teaches about the physical and emotional changes that occur in puberty. It covers conception, birth and parenting issues, while helping to allay embarrassment.	I know some things to do when I feel embarrassed I can describe some of the physical changes of puberty I have thought about how my body will change during puberty, how I may feel, and what to do about these feelings
Year 6	Looks at how people deal with sensitive issues such as loss, self-image, stereotyping and media influence. It looks at choices people make and their consequences.	I know some of the feelings that people have when someone close dies or leaves I can recognise and challenge stereotyping and discrimination

		I have thought about how the media can influence the way we think and feel about people and situations.
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### **Equal Opportunities**

The whole school community will support an approach to RSE which ensures that no individual will be discriminated against on grounds of gender, race, religion or sexual orientation. In accordance with the principles of the Equality Act (2010), we believe that every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, cultural heritage, disability, sexuality, language needs or special educational needs. We use an inclusive, whole school approach to ensure RSE can be accessed in an age-appropriate way throughout a child's school career. The school's procedures for dealing with incidents of inappropriate sexual behaviour will be included in the Child Protection Policy and the Behaviour Policy.

We will take notice of contemporary research which addresses the needs of specific groups within our schools and amend our provision accordingly.

### **Specific Issues Statements**

Teachers are not professionally qualified to give 'advice' about contraception, but are able, when considered appropriate, to give information about contraceptives.

Visitors may be used to support, not supplant, the role of the teacher as an extra resource in the overall programme of relationships and sex education. Visitors will always be fully briefed on their contribution to the programme and will be given a copy of the current policy.

There are strong links between this policy and the school's policies on Child Protection, Behaviour and PSHCE.

Our RSE programme is one of the most important ways we act on our responsibility to safeguard and protect our children, as set out in our Safeguarding/Child Protection policy. We also refer to guidance from the government and expert organisations on specific safeguarding issues, which are relevant to our cohort of children, as listed in the government's Keeping Children Safe in Education (2019) document. To safeguard children effectively it is vital that opportunities are created in the curriculum to teach about healthy behaviour, caring relationships, online safety and when and how to get help. At our school we encourage children to develop skills in these areas so that they are equipped with strategies to help themselves in preventing or reporting harm or abuse.

**Date: April March 2020**

**Next Policy Review Date: March 2022**