

# **Low Ash Primary School**

**Relationship and Sex  
Education Policy**

## **Rationale**

At Low Ash Primary School we understand the importance of educating pupils about sex and relationships, in order for pupils to make responsible and well-informed decisions in their lives.

The DfE's guidance, 'Sex and Relationship Education Guidance', defines this programme as: "Learning about physical, moral and emotional development; 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 health."

The programme will be taught objectively and does not intend to promote any form of sexual orientation.

## **Aims and objectives**

The sex education and relationship programme is an opportunity for pupils to:

- Develop an understanding of sex, sexuality and relationships.
- Develop a range of appropriate personal skills.

The aims will be achieved through developing an understanding of:

- A range of values and moral issues including the importance of family life.
- The biological facts related to human growth and development, including reproduction.
- The importance of healthy relationships.

## **1. Organisation of the programme**

- 1.1. The sex and relationship education programme will be developed by the PSHE coordinator in accordance with DfE recommendations.
- 1.2. The majority of the programme will be delivered through the personal, social, health and economic (PSHE) education, with statutory aspects taught via the science curriculum.
- 1.3. At key stage 1 and key stage 2, the topics are broken down into specific areas that will be taught appropriate to pupils' ages.

## **2. Key stage 1**

### **Year 2 – Boys and girls and families**

#### **Pupils will learn:**

- to understand and respect the differences and similarities between people
- about the differences between male and female animals
- about the differences between male and female children
- about growing from young to old and that they are growing and changing (eg. that you start life as a baby, become a toddler, then a child, teenager etc.) *In Year 2, this does not involve discussing and learning about anything to do with changes occurring through puberty.*
- that everybody needs to be cared for and ways in which they care for others
- about different types of family and how their home-life is special

## **3. Key Stage 2**

### **Year 4 - Growing up and changing**

#### **Pupils will learn:**

- about the way we grow and change throughout the human lifecycle
- about the physical changes associated with puberty (including menstruation)
- about the impact of puberty on physical hygiene and strategies for managing this
- how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty

-strategies to deal with feelings

## **Year 6- Healthy Relationships / How a Baby is Made**

### **Pupils will learn (or re-cap):**

- about the changes that occur during puberty
- to consider different attitudes and values around gender stereotyping and sexuality
- what values are important to them in relationships and to appreciate the importance of friendship in close relationships
- about human reproduction in the context of the human lifecycle
- how a baby is made and grows (conception and pregnancy)
- about roles and responsibilities of carers and parents

## **4. Delivery of the programme**

- 4.1. Classes may be taught in gender-segregated groups dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.
- 4.2. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 4.3. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.
- 4.4. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.
- 4.5. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.
- 4.6. Low Ash Primary School understands that pupils with special education needs and disabilities (SEND) are entitled to learn about sex and relationship education, and the programme will be designed to be inclusive of all pupils.
- 4.7. Teachers will understand that they may need to be more explicit and adapt their planning of work in order to appropriately deliver the programme to pupils with SEND.
- 4.8. At all points of delivery of this programme, parents/carers will be consulted and their views will be valued. What will be taught and how will be communicated to parents / carers in advance.

- 4.9. External experts may be invited to assist from time-to-time with the delivery of the sex and relationship education programme, but will be expected to comply with the provisions of this policy.

## **5. Working with parents**

- 5.1. Low Ash Primary understands that the teaching of some aspects of the programme may be of concern to parents/carers.
- 5.2. Low Ash Primary will ensure that no teachers express their personal views or beliefs when delivering the programme.
- 5.3. The content of the programme will be communicated to parents/carers through letters.
- 5.4. Low Ash Primary respects the legal right of parents/carers to withdraw their child from all or part of the sex education programme, except for those statutory parts included in the science national curriculum. (from September 2019 parents may only withdraw their child from the sex education programme, not from the relationships aspect of learning)

## **6. Equal opportunities**

- 6.1. Low Ash Primary understands and abides by The Equality Act 2010, and fully respects the rights of pupils and staff members, regardless of any protected characteristics that he/she may have.
- 6.2. Low Ash Primary is dedicated to delivering the sex and relationship education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

## **7. Confidentiality**

- 7.1. Confidentiality within the classroom is an important component of sex and relationship education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.
- 7.2. Teachers must, however, alert a Named Person about any suspicions of inappropriate behaviour or potential abuse as per Low Ash Primary's Child Protection Policy.

## **8. Bullying incidents**

- 8.1. Low Ash Primary has a zero tolerance approach to bullying. Any bullying incidents caused as a result of the sex and relationship education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.

- 8.2. Any occurrence of these incidents should be reported to a member of school staff, who will then discipline the pupil once he/she is on school premises.
- 8.3. These incidents will be dealt with following the process in our Anti-bullying Policy.

**9. Monitoring and review**

- 9.1. This policy will be reviewed by the Deputy headteacher in conjunction with the PSHE coordinator on an annual basis.
- 9.2. Any changes needed to the policy, including changes to the programme, will be implemented by the Deputy headteacher.
- 9.3. Any changes to the policy will be clearly communicated to all members of staff involved in the sex and relationship education programme.

**10. Policy Review**

This policy will be reviewed every two years at the FGB Resource Meeting or earlier if deemed necessary.

**Policy implemented:** April 2018

**Signed:**..... **Chair of governors**

**Next Review Date:** April 2020

