

Relationships and Sex Education Policy

Low Ash Primary School



Approved by:	The Governing Body	21.7.21
Last reviewed on:		
Next review due by:	Summer 2022	

1. 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.

2. What is Relationships and Sex Education?

As stated above, relationships and sex education relates to learning about physical, moral and emotional development. Alongside learning about, and understanding, the importance of family life, stable and loving relationships, the children are also taught about empathy, self-respect, confidence, responsibility, safety, love and care, resilience and respect towards others. Skills taught in these sessions support pupils in developing positive beliefs, values and attitudes in preparation for the rest of their lives. Relationships and sex education plays an integral part in building pupils sense of 'self' in allowing them to understand their role in a family, community and wider society.

3. Aims and objectives

Our policy is designed to ensure all staff, parents and carers are clear about our programme's content, progression and delivery. We are committed to ensure that all pupils receive relevant relationships and sex education which is appropriate for their age, and differentiated to be as inclusive as possible taking into account individual needs and maturity.

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

- Recognise, understand and build healthy relationships – including self-respect and respect for others, setting and respecting boundaries, managing conflict in relationships and recognising unhealthy relationships
- Learn about how relationships may affect health and wellbeing, including mental health
- Understand how to respect and care for their bodies – including personal hygiene
- Be prepared for puberty and gain an understanding of reproduction and sexual development

- Develop and use communication skills – including assertiveness – to cope with influences from their peers and others
- Give pupils information on where individuals and families can get help and support should they need it
- Help pupils understand the issues of media (especially social media) influence and mixed messages they may be subjected to

1. Organisation of the programme

Our relationships and sex education programme is a buildable, multi-layered program designed to provide knowledge about understanding ourselves, our bodies and our relationships, alongside making sense of the world and our position in it. It is taught using content and materials which take into consideration the developmental, cognitive and chronological age of the pupils. The content is broad, balanced and tailored so that all children can access the information. The core knowledge is broken down into manageable units and taught in a clearly sequenced way to allow pupils the opportunity to consolidate information before introducing new concepts. It also regularly revisits units surrounding relationships as these form the building blocks of everyday life.

Our programme of study has solid foundations in encouraging pupils to develop an understanding of themselves, form positive relationships and respect differences between people. Pupils are also prepared for physical and emotional changes which occur during puberty. Further curriculum topics such as, mental wellbeing, internet safety and physical health and fitness also serve to support the relationships and sex education units.

- 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 and wet dreams)
- 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

4. 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

The teaching of relationships and sex education is in line with our school's ethos where we promote positive relationships, self-respect and respect for others and taking responsibility for our own actions. Ground rules are negotiated within groups before any teaching takes place. This ensures that both staff and pupils work together in establishing the appropriate atmosphere for the lesson allowing sensitive topics to be discussed in a supportive environment where all members of the group can speak confidently without anxiety or embarrassment.

We are aware that there will be times when pupils will ask difficult or challenging questions. Should a pupil ask a difficult question during one of the lessons staff will answer honestly and factually in an

age appropriate manner. All questions will be treated with sensitivity and (where appropriate) staff will have prior relevant knowledge if a topic may be especially sensitive for a particular pupil.

- 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

The school is aware that the primary role of teaching pupil's relationships and sex education lies with parents and carers. We wish to build a positive and supporting relationship with our parents and carers through mutual understanding, trust and co-operation.

- 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

At Low Ash Primary it is incredibly important to us that all pupils in our school feel that the teaching of relationships and sex education is fully inclusive. We will model and foster positive relations between all pupils and tackle any prejudice, including (but not limited to) homophobia and sexism and will encourage understanding and respect.

- 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

When teaching any sensitive subject, such as relationships and sex education, where family life, safe and appropriate touching and personal body parts form part of a discussion, there is the potential to uncover incidents of abuse through pupil's disclosures. All members of staff have regular, statutory training around safeguarding children and are aware of the school's safeguarding policy and procedures and will act accordingly.

We recognise that some pupils may be vulnerable due to past or present abuse or changes in family situations. In these cases the teaching would be adapted due to the sensitive nature of the content covered. The teaching of relationships and sex education is deemed to be a protective factor in preventing further abuse as it may help pupils make sense of their experiences and help them to develop skills and resilience to keep them safe in the future.

- 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.

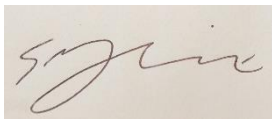
9. Monitoring and review

- 9.1. This policy will be reviewed by the school's Senior Leadership Team 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 Senior Leadership Team with the PSHE coordinator.
- 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.

11. Policy implemented:



Signed

Chair of governors