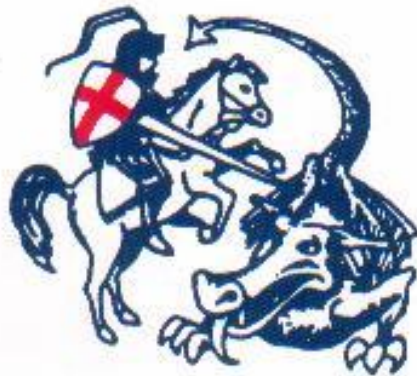


# **Relationship and Sex Education Policy**

**Reviewed on: November 2015  
To be reviewed: November 2017**

**St George's CEP School  
Wrotham  
Kent**



Signed by: Mr N Townley

Position held: Chair of SIP & Curriculum

Date: 17/11/15

Signed by: Mr D Jones

Position held: Headteacher

Date: 17/11/15

## **Policy For Relationship and Sex Education**

RSE is the lifelong learning about physical, moral and emotional development. It is about the understanding of 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 sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. (DfEE Guidance 0116/2000)

The School recognises the wide variety of family units from which the children come.

At St George's it is our aim to ensure that our children grow up as informed and responsible adults. Our RSE programme is therefore not taught in isolation but is firmly rooted in our PSHE (Personal, Social, Citizenship Health and Education) framework based on SEAL and Science teaching based on the statutory National Curriculum.

### **1. Morals and Values Framework**

Relationship and Sex Education will reflect the values of the PSHE programme. RSE will be taught in the context of relationships.

In addition, RSE will promote pupils' self-esteem and emotional health and well being. It will help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others; at home, school, work and in the community.

### **2. Aims & Objectives**

As a school we aim:

- To offer guidance and information on all areas of SRE in school for staff, parents/carers and governors.
- To provide pupils with the knowledge and skills to enable them to make informed and responsible choices now and in the future. Taking into account their physical, moral, cultural and mental development.
- To create a climate where pupils and adults have the freedom to discuss openly and honestly a range of moral and social issues and perspectives on sex and sexuality, including different cultural attitudes and sensitive issues like sexuality and contraception.
- To ensure children understand their bodies and recognize inappropriate touch and what to do.
- Issues raised by children will be dealt with, taking into account the maturity of the child and the nature of the issue.
- To ensure there is a fair and equal balance in our teaching of SRE for both girls and boys.
- To ensure that children with special educational needs are properly included in SRE.

At no stage do we teach explicit sexual terms other than to use the correct body part names during science or preparation for puberty workshops.

The Governors and staff believe that sex education is an important part of the curriculum entitlement for all pupils.

We expect all parents to discuss with their children issues that arise within their own families.

The objectives of Relationships and Sex Education are:

- To promote pupils' self esteem, confidence and body image.
- To give accurate information about puberty, reproduction and contraception particularly in the transition year before moving to secondary school.
- To promote the skills needed to build positive personal relationships
- To provide pupils with the opportunity to clarify some of their misconceptions / attitudes towards friendships, sexuality and gender.
- To explore and respect the views of others and understand that they may differ to their own,
- To develop their communication and decision making skills, from an informed basis.
- To help young people resist unwanted pressure.
- To give pupils the opportunity to explore ideas about family, stable relationships and parenting.
- To be responsive and aware of differing needs and backgrounds.
- To prepare young people for transitions in later life.

### **3. Teaching of RSE**

At primary school level Relationship and Sex Education should contribute to the delivery of the Science curriculum and the foundation of PSHE.

National Curriculum Science

Key Stage 1:

- identify, name, draw and label basic parts of the human body
- know that animals, including humans, have offspring which grow into adults
- the importance for humans of exercise, eating the right amounts of different types of food and hygiene

Key Stage 2:

- describe the life processes of reproduction in some plants and animals
- describe changes as humans develop from birth to old age
- recognize the impact of diet, exercise, drugs and lifestyle on ways the body functions

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

Whenever RSE appears in the school's PSHE programme it is delivered in a discrete fashion. The class teacher will inform parents about the issues to be covered and seek their support in exploring these issues in the home context.

#### **4. The Organisation Of RSE**

The Extended Schools Manager, PSCHE and Science Leaders are the designated teachers with responsibility for co-ordinating Relationship and Sex Education. All teachers are responsible for teaching about and modelling good relationships within school and the delivery of the RSE curriculum. Teachers are supported with training needs and in partnership with The Children's and Young People's Wellbeing Team (employed by Kent Community Health NHS Foundation Trust).

Much of the general work in school is based on good relationships and in this regard RSE is supported by the school's Behaviour Management Policy.

RSE is delivered through stand alone lessons as well as Science, RE, PSCHE, literacy activities and circle time. It is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant.

#### **5. Specific Issues**

##### **(a) Working with Parents/Carers and our School Community**

We are committed to sharing our role as educators with parents and carers, who are the key figures in supporting their children through the emotional and physical aspects of growing up. We recognise that young people say they would prefer to receive information about RSE from their parents and carers. Therefore we seek to work in partnership with parents and carers when planning and delivering RSE. We will encourage this partnership by:

- Informing parents and carers by letter of forthcoming RSE topics
- Inviting parents to review resources and activities used in RSE
- Making the RSE policy available to parents on request
- Gathering parent's views on the RSE policy and taking them into account when it is being reviewed
- Informing parents and carers about the RSE programme as their child joins the school through the school brochure/prospectus
- Providing supportive information about parents' role in RSE
- Inviting parents to discuss their views and concerns about RSE on an informal basis
- Informing parents and carers about visits from professionals supporting the RSE programme
- Providing information about support opportunities for young people within the school. Parents and carers have the right to withdraw their children from all or part of those elements of RSE which are not included in the statutory National Curriculum. This does not include the elements of RSE to be found in the National Curriculum for Science. Any parent or carer who wishes to withdraw their child from RSE should in the first instance contact the Headteacher to discuss the matter. The school will make alternative arrangements for children whose parents or carers withdraw them.

##### **(b) Dealing with sensitive issues**

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about SRE. The following are protocols for discussion based lessons with pupils:

- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct names for body parts will be used;
- meanings of words will be explained in a sensible, biological and factual way
- teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent/guardian/carer
- all teachers will set ground rules at the start of their RSE lessons

Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the school's policy in this matter to the letter.

## **6. Monitoring & Evaluation**

The provision of RSE will be monitored, evaluated and reviewed by the designated RSE leaders and the Governing Body. It will review this policy every two years in consultation with staff, pupils and parents.

## **7. Relevant Schemes & Documentation**

NSPCC – P.A.N.T.S

The Children's and Young People's Wellbeing Team (employed by Kent Community Health NHS Foundation Trust).

Christopher Winter (Ground Rules Guidance for children in RSE)

PSHE Association (Guidance on Body Image)

## **8. Links for Parents**

School RSE leaders

NSPCC website

SENE (Interactive CD Roms for parents £14 each)

Policy reviewed and updated in **November 2015**

By Mrs E Rye, Mrs Atkinson & Miss Boniface –RSE Subject Leaders

To be agreed by Staff and Governors in November 2015

To be reviewed again in **June 2017**