



*Through wisdom, compassion and endurance, we endeavour to make the best decisions possible
for our children*

SEX & RELATIONSHIPS POLICY

Sex and Relationship policy

Our school's policy on Relationships Education, Relationships and Sex Education (RSE) and Health Education is based on the DfE document Relationships Education, Relationships and Sex Education (RSE) and Health Education February 2019.

Rationale

At Whaddon CE School, we believe that Relationships Education, Relationships and Sex Education (RSE) and Health Education is essential if our pupils, as they grow, are to make responsible and well informed decisions about their lives. It contributes to promoting the spiritual, moral, social, cultural, emotional, and physical development of our pupils, preparing them for the opportunities, responsibilities and experiences of adult life. We acknowledge that there is a statutory requirement for us to have in place such a policy compiled by the School Governors and Head Teacher in consultation with the staff and parents.

Definition of Relationships Education. Relationships and Sex Education (RSE) and Health Education

RSE and Health Education is lifelong learning about physical, moral and emotional development. It is about respect, love and care and the understanding of the importance of marriage for family life, as well as stable and loving relationships. For older children, it is also about the teaching of sex, sexuality, and sexual health at an age appropriate level.

It has three main elements:

- ***attitudes and values***

learning to care about other people and being sensitive towards their needs and views;

learning the importance of values, and individual conscience and moral considerations;

accepting the differences between people and learning not to exploit them;

learning the value of family life, marriage, and the importance of stable, loving and caring relationships for the nurture of children;

learning the importance and responsibilities of the family unit for all its members;

learning to respect oneself and others and being honest, loyal and trustworthy in relationships;

learning to take responsibility for one's actions in all situations;

exploring, considering and understanding moral dilemmas; and developing critical thinking as part of decision-making.

- ***personal and social skills***

learning to manage emotions and relationships confidently and sensitively;

developing self-respect and empathy for others;

learning to make choices based on an understanding of difference and with an absence of prejudice;

learning how to make well informed and responsible decisions about their lives and developing an appreciation of the consequences of the choices made;

managing conflict;

learning how to recognise and avoid exploitation and abuse.

- ***knowledge and understanding***

learning and understanding physical development at appropriate stages;

understanding human sexuality, reproduction, aspects of sexual health, emotions and relationships;

We believe that RSE and Health Education will be achieved by providing an environment and atmosphere where pupils feel safe, relaxed, not intimidated, but focussed; and where they have confidence and trust in the knowledge, ability and skills of their teachers or other providers e.g. the school nursing team.

Aims and Objectives

The aim of RSE and Health Education is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families.

Our objectives of RSE and Health Education

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge.
- To develop pupils' self-respect and respect for others.
- To raise pupils' self-esteem and confidence, especially in their relationships with others.
- To encourage pupils to take responsibility for their actions and any consequences which may ensue.
- To help pupils understand the part they may play in their families, friendship groups, school and the wider community.
- To support pupils to make informed choices and understand that all choices have consequences.
- To provide opportunities for pupils to begin to know the meaning of a moral dilemma.
- To raise pupils' understanding that everyone is different and of equal value.
- To develop pupils' confidence in talking, listening and thinking about feelings and relationships
- To enable pupils to name parts of the body and describe how the body works.
- To respect and care for their bodies
- To have the ability to protect themselves and ask for help and support.
- To develop pupils' skills for a healthier, safer lifestyle.

- To be prepared for puberty before it happens.
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media

The teaching programme for RSE and Health Education

Every child is entitled to receive RSE and Health Education regardless of age, gender, ethnicity, religion, culture, disability, sexuality, language or social background.

It is our intention for all children to have the opportunity to experience a programme of RSE and Health Education at a level which is appropriate for their age and physical development with a personalised approach.

Moral Framework

Pupils will be taught RSE and Health Education within a framework which models and encourages the following values:

- Being honest with themselves and others.
- Developing a critical awareness of themselves and others.
- Learning to show tolerance, understanding, respect and care for others.
- Developing an awareness and belief in one's own identity.
- Having a positive attitude towards the value of stable relationships for the upbringing of children.
- Acknowledging and understanding diversity with regard to religion, culture and sexual orientation.

Content and Organisation

We believe RSE and Health Education should not be delivered in isolation, but be firmly rooted in the children's personal development, through all aspects of their teaching and learning. Boys and girls will be taught together.

Such a programme can successfully follow the outline given below.

Early Years Foundation Stage

Children learn about the concept of male and female and about young animals. They find out about and identify some features of living things and look closely at similarities and differences, patterns and change. They develop skills to make sensible choices, form friendships and think about relationships with others. They develop a sense of right and wrong, considering the consequences of their words and actions for themselves and others. They learn to manage their own personal hygiene and begin to recognise the importance of keeping healthy.

Key Stage 1

Through work in science, children learn about life cycles of animals including humans, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and through each child's personal development, children reflect on family relationships, different

family groups and friendship. They learn about rituals and traditions associated with birth and marriage and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and learn ways to deal with them. They also learn about personal safety.

Occasionally, issues and questions may arise spontaneously in other lessons or at other times during the school day. Questions will always be answered honestly, taking into account the age of the pupils. This is not considered to be part of the planned RSE programme and parents or carers cannot withdraw pupils in these circumstances.

The RSE and Health Education programme will be delivered by class teachers. A range of teaching approaches will be used which includes didactic and participatory methods. Teachers will take into account the developmental differences of children and the potential for discussion on a one-to-one basis or in small groups. Circle Time provides the ideal context to explore sensitive issues such as feelings, bullying, conflict and relationships. Role play, discussion and time for reflection will also broaden our approach to work in this area.

Teachers will show sensitivity, dealing honestly with issues, answering appropriate questions and offering support where necessary. The materials used will be carefully selected and in accordance with the PSHCE framework, Science Curriculum and the law.

Where visitors e.g. health professionals, are invited to deliver aspects of the RSE and Health Education they will be used to support not supplant, the role of the teacher and they will always be accompanied in the lesson by the class teacher. Visitors will always be fully briefed on their contribution before the lesson. Health professionals, however, will be expected to also follow their own professional code.

Personal Beliefs

The personal beliefs and attitudes of teachers will not influence their teaching of RSE. Teachers are expected to work within the agreed values framework as outlined in this policy and in line with current legislation.

Language and Ground Rules in Lessons

All staff teaching RSE and Health Education will set ground rules in their classes. For example:

- *no one (teacher or pupil) will have to answer a personal question*
- *no one will be forced to take part in a discussion*
- *the only language used will be easily understood and acceptable to everyone in the class*
- *only the correct names for body parts will be used*
- *meanings of words will be explained in a sensible and factual way.*

Dealing with difficult questions

We have a variety of strategies for dealing with difficult questions. For example:

- if a question is too explicit or is inappropriate, the teacher will attend to it later, on an individual basis and a decision will be taken whether or not to inform the child's parents/carers;

- if a child makes a disclosure that causes the teacher concern then they should follow child protection procedures set out in the School's Child Protection Policy.

Working with Parents

The school is committed to working in close partnership with parents and carers who are the key people in teaching their children about sex and relationships.

The RSE and Health Education programme will complement and support their role as parents.

A parent or carer who is concerned about any element of this policy, or is unhappy about their child's participation, should discuss their feelings with the Head Teacher. Parents have the right to withdraw their children from all or part of those aspects of the RSE and Health Education programme which are NOT part of the statutory National Curriculum Science Orders (Appendix 1) or Healthy School's Standards. If requested, alternative arrangements will be made for individual pupils, but it is hoped that this will not be necessary. If so, parents should consult with the Head Teacher to discuss appropriate arrangements.

Equal Opportunities

RSE and Health Education is inclusive of all pupils; they have an equal entitlement to good quality SRE. The programme will be delivered in line with the school's Equalities and Cohesion Scheme within an atmosphere of mutual respect. The whole school community will support an approach which ensures that no individual will be discriminated against on grounds of gender, race, disability, religion or sexual orientation.

If a pupil is absent from school (e.g. through illness) and does not participate in the RSE and Health Education programme, the school will ensure that teaching materials are made available. Resources selected to support the programme will be free from cultural bias wherever possible and will avoid gender, race, disability or sexual orientation stereotyping. The programme will be sensitive to the needs of all pupils in the school.

Special Educational Needs

Pupils with Special Educational Needs will be fully included in all aspects of RSE and Health Education to help them understand their physical, emotional and social development and enable them to make positive decisions about their lives. Teachers will adjust their planning and delivery appropriate to the child's needs. Teachers will be aware that some pupils may be more vulnerable to abuse and exploitation than their peers and others may be confused about what is acceptable public behaviour. These children will require help to develop skills to reduce risks and to learn what sort of behaviours are, and are not, acceptable.

Confidentiality

Parents/carers/ visitors will be informed of the school's confidentiality policy and how it works. The school will be acting in loco parentis.

The following is of specific importance to the school's RSE and Health Education programme;

- Reassuring pupils that their best interests will be maintained
- Encouraging pupils to talk to their parents or carers and giving them support to do so
- Ensuring that pupils know that teachers cannot offer or guarantee them unconditional confidentiality
- Informing pupils that the Head Teacher requests that teachers inform her of any disclosures made by a pupil

- Informing pupils that if sexual abuse is suspected teachers must follow the school's Child Protection procedures. (see Child Protection Policy)
- In a classroom situation, health professionals should follow the school's Confidentiality Policy.

Teachers and parents need to be aware that effective RSE and Health Education, which brings an understanding of what is and is not acceptable, in a relationship, may lead to disclosure of a child protection issue. In such cases the child protection procedures will be followed.

Monitoring and Evaluation

The overview and co-ordination of the taught curriculum is the responsibility of the PSHCE and science co-ordinators. Continuous professional development and training will always be provided to ensure a high level of expertise for teachers involved in delivering the RSE and Health Education programme in the school.

The RSE and Health Education policy is monitored and evaluated through an annual review process involving: parents, teachers, PSHCE and science co-ordinators, Head Teacher and the Governing Body.

Ofsted

As part of any routine inspection OfSTED will evaluate and report on the spiritual, moral, social and cultural development of pupils. This includes commenting on the school's RSE and Health Education policy.

This policy should be read in conjunction with the School's Development of Personal & Learning behaviours, Confidentiality, Child Protection, Science, and RE Policies.

This policy will be reviewed by: Governing Body September 2020

Adopted by governors: Governing Body September 2019

Appendix 1

Learning Outcomes.

By the end of Key Stage 1:

1	Pupils will be able to:	<i>Where?</i>
a)	recognise and compare the main external parts of the bodies of humans	Year 1 Science
b)	recognise similarities and differences between themselves and others and treat others with sensitivity	Year 1 and 2 Science
c)	identify and share their feelings with others	Year 1 and 2 PLBs, RE
d)	recognise safe and unsafe situations	Year 1 and Year 2 PLBs
e)	identify and be able to talk with someone they trust	Year 1 and Year 2 PLBs, RE
f)	be aware that their feelings and actions have an impact on others	Year 1 and Year 2 PLBs, RE
g)	make a friend, talk with them and share feelings	Year 1 and Year 2 PLBs, RE
h)	Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.	Year 1 and Year 2 PLBs

2	Pupils will know and understand:	
a)	that animals, including humans, grow and reproduce	Year 2 science
b)	That humans and animals can produce offspring and these grow into adults	Year 1 and 2 science
c)	the basic rules for keeping themselves safe and healthy	Year 2 science
d)	about safe places to play and safe people to be with	Year 1 and Year 2 PLBs

e)	the needs of babies and young people	Year 2 science
f)	ways in which they are like and different from others	Year 2 Science, RE, PLBs
g)	that they have some control over their actions and bodies	Year 1 and Year 2 PLBs, PE
h)	The names of the main external parts of the body including if applicable, agreed names for sexual parts	Year 1 science
i)	why families are special for caring and sharing.	Year 1 and Year 2 PLBs and RE.

3.	Pupils will have considered:	
a)	why families are special	Year 1 and Year 2 PLBs and RE.
b)	the similarities and differences between people	Year 1 and 2 science, RE and PLBs.
c)	how their feelings and actions have an impact on other people.	Year 1 and Year 2 PLBs, RE