

Relationships and Sex Education Policy

Introduction

Lostock Hall Primary School considers that Sex and Relationships Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum, and is linked to that for Science. Parents are the key figures in helping their children cope with the physical and emotional aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. The teaching offered by Lostock Hall School aims to be complementary and supportive to the role of parents and this applies particularly to Relationships and Sex Education. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity. This policy reflects the requirements of the DCSF Sex and Relationship Guidance.

Aims

The following aims compliment those of the Science curriculum in KS1 and KS2.

To have the confidence and self-esteem to value themselves and others

To understand about the range of relationships, including the importance of family for the care and support of children

To develop confidence in talking, listening and thinking about feelings and relationships

To be able to name parts of the body and describe how their bodies work

To be prepared for puberty

To understand the consequences of their actions and behave responsibly within relationships

To be able to recognise unsafe situations and be able to protect themselves and ask for help and support

To understand how safe routines can reduce the spread of viruses

Objectives

As part of RSE, pupils will be taught about the nature and importance of strong and mutually supportive relationships for family life and bringing up children. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents/carers.

Relationships and Sex Education should provide pupils with knowledge about different types of relationships, building healthy relationships, how relationships affect wellbeing including mental health as well as factual knowledge and an understanding of the influences on young people. It should encourage them to be aware of the options open to them and to take charge of decisions about their own behaviour. It should encourage the development of personal and interpersonal skills, the awareness and respect of self and others and it should encourage reflection and responsibility.

The planned programme will provide knowledge about the process of reproduction and the nature of sexuality and relationships. Details can be found within the long term PHSE schemes of work. In Science, Animals Including Humans, will cover how the body works, changes it goes through and the functions of various parts of it

during Key Stage 1 and 2. It will encourage the acquisition of skills and attitudes, which allow pupils to manage their relationships in a responsible and healthy manner.

Teaching and Learning including delivery of the Curriculum

We teach RSE through different aspects of the curriculum and carry out the main RSE teaching in our PSHE curriculum.

The scheme of work for RSE at Lostock Hall maps out a grid of lessons/units for each year group which progresses and returns to themes as children move through the school.

We also teach RSE through other subject areas (e.g. Science, PE and R.E.), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with R.E. children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Since SRE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Science Curriculum

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 children learn:

- That animals including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

In Key Stage 2 children learn:

- That the life processes common to humans and other animals including nutrition, growth and reproduction
- About the main stages of the human life cycle

Year 6

In Year 6 we place a particular emphasis on RSE, as many children experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. As part of this pupils view the 'Growing Up' Video covering puberty and male and female development. Parents may also request to watch the 'Growing Up' Video at home prior to delivery in school, which parents will be informed of in advance. We encourage the children to ask for help if they need it and there are opportunities for single sex question sessions. Teachers do their best to answer all questions with

sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach these with due regard for the emotional development of the children.

The Role of Parents

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Inform parents about the school's RSE policy and practice (See appendix B for our RSE Parent's Guide)
- Answer any questions that parents may have about the RSE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Parents have the right to withdraw their children from those aspects of Sex and Relationship education, not included in the Science Curriculum. However, this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education
- If parents/carers do request their child be removed from these lessons, then that child will be provided with alternative work, linked with the PSHE and Citizenship programme, and be invited to join another class for that session. A register of any such pupils will be kept and distributed to all teachers involved.

The Role of the Head Teacher

It is the responsibility of the Head Teacher to:

- Ensure that parents and staff are informed about our RSE policy
- The policy is implemented effectively.
- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- Monitor this policy on a regular basis and reports to governors on the effectiveness of the policy.

The Role of the School and Other Members of the Community

The school liaises with external agencies regarding the school RSE programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme. Health professionals are expected to work within the school's RSE policy and on the instructions of the Head Teacher.

Language

Children should be introduced, at appropriate stages, to the correct terminology in their programme of sex education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

Pupils' Questions

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

If the teacher decides to discuss the matter on an individual basis, a record must be kept of that discussion.

Harassment and Bullying

Pupils come from a variety of backgrounds and all are entitled to learn in a supportive environment, free from fear. Some pupils may use terms such as 'poof', 'gay' and 'lesbian' as a way to harass other pupils. This is unacceptable and will be dealt with as any other form of harassment, through the school behaviour and discipline procedures. An understanding of human difference, including sexuality, is an important aspect of education and will be addressed as appropriate through the curriculum.

Visiting Speakers

Any visiting speakers to the school should be familiar with the Governor's Policy on Sex and Relationships Education. All sessions run by a visiting speaker should also be attended by a teacher familiar with the policy.

Confidentiality

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection, or the Head Teacher.

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, then pupils are informed first and then supported by the designated teacher throughout the whole process.

Special Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

Equal Opportunities

RSE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

Monitoring and Evaluation

This policy scheme of work will be regularly reviewed and any feedback from teachers, parents/carers and pupils will be considered.

Complaints Procedure

Any complaints about the Sex and Relationship programme should be made through the school's complaints procedure and in the first instance be directed to the Head Teacher.

G Hickey; PSHE Lead.

REVIEW

Date of Policy: 15th June 2020

Review date: The Policy will be reviewed in 3 years unless operating experience and/or changes in legislation require an earlier review.