



Policy Title	RELATIONSHIPS & SEX EDUCATION POLICY
Committee responsible	FGB
Last reviewed	September 2019
Next review due	September 2020
Who is governed by this policy	All parents with pupils at the school
Available on website	YES

Signed
 (Chair of Governors)

Signed
 (Headteacher)

Date

RELATIONSHIPS & SEX EDUCATION POLICY

Introduction

'Sex and Relationship Education (SRE) is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999).

Sex and Relationship Education has now become better known as RSE – Relationship and Sex Education. This is to reflect the Relationships Education and Health Education that will become statutory for all state funded Primary schools from September 2020.

At Warnham CE Primary School, we refer to SRE as Relationship and Sexual Education (RSE) because we recognise 'relationships' as the main context in our teaching. This is also in line with future changes stated above.

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

RSE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish.

"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights."

Report to the UN General Assembly - July 2010 | Item 69, paragraph 18

Aims

We teach children about:

- the physical development of their bodies as they grow into adults
- the way humans reproduce
- to have a positive relationship with one's self and ways to do this
- what a healthy relationship is and how we know
- what an unhealthy relationship is and how we know
- how to seek advice and help regarding relationships
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship
- respect for the bodies of others
- the importance of family life
- respect for the view of others
- sexual abuse and what they should do if they are worried about any sexual matters.

Context

We teach RSE in the context of the school's aims and values as a Church of England school. While sex education in our school means that we give children information about relationships and sexual behaviour, we do this with an awareness of the moral code and values which underpin all of our work in school. In particular, we teach RSE in the belief that:

- it is important to build healthy relationships with others, involving trust and respect
- it is important to identify unhealthy relationships and know how to seek advice/help
- children need to learn the importance of self-control

- sex education should be taught in the context of a healthy relationship
- sex education is a part of a wider social, personal, spiritual and moral education
- children should be taught to have respect for their own bodies
- children should learn about their responsibilities to others, and be made aware of the consequences of sexual activity

Teaching and Learning

It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary age (Education Act 1996, National Curriculum 2014). However, the main teaching of RSE is delivered through progressive, planned sessions within the Personal, Social, Health and Economic (PSHE) Education curriculum. This is taught using the Jigsaw PSHE programme (please see separate PSHE policy).

The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' Puzzle (Jigsaw programme).

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
FS1/2	Piece 3 Growing Up	D4 - Seek out others to share experiences. Show affection and concern for people who are special to them D6 - Explain own knowledge and understanding, and ask appropriate questions of others ELG - Show sensitivity to others' needs and feelings
1	Piece 4 Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina
2	Piece 4 Boys' and Girls' Bodies	respect my body and understand which parts are private recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private
3	Piece 1 How Babies Grow	tell you what I like/don't like about being a boy/girl understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby
	Piece 2 Babies	express how I feel when I see babies or baby animals understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow
	Piece 3 Outside Body Changes	express how I might feel if I had a new baby in my family understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies identify how boys' and girls' bodies change on the outside during this growing up process recognise how I feel about these changes happening to me and know how to cope with those feelings

	Piece 4 Inside Body Changes	<p>identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up</p> <p>recognise how I feel about these changes happening to me and how to cope with these feelings</p>
4	Piece 2 Having A Baby	correctly label the internal and external parts of male and female bodies that are necessary for making a baby
	Piece 3 Girls and Puberty	<p>understand that having a baby is a personal choice and express how I feel about having children when I am an adult</p> <p>describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p> <p>know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p>
5	Piece 2 Puberty for Girls	<p>explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally</p> <p>understand that puberty is a natural process that happens to everybody and that it will be OK for me</p>
	Piece 3 Puberty for Boys and Girls	<p>describe how boys' and girls' bodies change during puberty</p> <p>express how I feel about the changes that will happen to me during puberty</p>
	Piece 4 Conception	<p>understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>understand that sometimes people need IVF to help them have a baby</p> <p>appreciate how amazing it is that human bodies can reproduce in these ways</p>
6	Piece 2 Puberty	<p>explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally</p> <p>express how I feel about the changes that will happen to me during puberty</p>
	Piece 3 Girl Talk/Boy Talk	ask the questions I need answered about changes during puberty
	Piece 4 Babies – Conception to Birth	<p>reflect on how I feel about asking the questions and about the answers I receive</p> <p>describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p>

	recognise how I feel when I reflect on the development and birth of a baby
Piece 5 Attraction	understand how being physically attracted to someone changes the nature of the relationship
	express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

Withdrawal from RSE lessons

Parents/carers have the right to withdraw their children from all or part of the Relationship and Sex Education provided at school, except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or RSE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.

Working with parents and carers

The government guidance on RSE (DfEE 2000) emphasises the importance of schools working in partnership with parents and carers. We wish to build a positive and supporting relationship with the parents and carers of children at our school through mutual understanding, trust and co-operation. In prompting this objective, we will:

- inform parents/carers about the school's RSE policy and practice
- answer any questions that parents/carers may have about the RSE of the child
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school.

Under current legislation schools should enable parents/carers to exercise their right to withdraw their children (until the age of 19) from any school RSE taught outside National Curriculum Science (Education Act 1996). Parents/carers have a legal right to see the school RSE policy and to be given a copy of it (Education Act 1996). Parents/carers should also be aware that schools are legally required to provide a broad and balanced curriculum. Relationship and sexual education topics can arise incidentally in other subjects, such as Science, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Confidentiality

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved in, or indicates they are 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 (see Safeguarding and Child Protection Policy). The Headteacher will then deal with the matter in consultation with other professionals.

The role of the Headteacher

It is the responsibility of the Headteacher to ensure that staff and parents are informed about the RSE policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.