



St Mark's Church of England Primary School

Relationships and Sex Education Policy

**Approved by Governors
Reviewed September 2016
To be reviewed September 2018
Reviewed June 2017 (in light of new
Government recommendations).
Approved**

St Mark's C.E. Primary School

Sex and Relationships Education Policy

Mission Statement

At St Mark's Church of England Primary School we will:

- Welcome everyone
- Build Christian values and worship into our teaching
- Establish strong links between home, school and community
- Endeavour to reach our full potential and celebrate our achievements
- Care for, encourage and respect each other
- Support each other to stay safe, healthy and make a positive contribution to our world.

Our school is a place where every person has the right to be themselves and to belong and learn in a safe and happy environment. Everyone at our school is equal and treats each other with respect and kindness. We do not tolerate bullying.

Introduction

Effective RSE is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for PSHE and the National Curriculum. The objective of RSE is to help and support young people through their physical, emotional and moral development.

Overall Aim

Definition:

The school agrees that:

'It is a 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' (DfES Guidance 2000).

As part of RSE, pupils should be taught about the nature and importance of marriage for family life and the bringing up of children. But the governors recognise that there are strong and mutually supportive relationships outside

marriage. Therefore pupils should learn the significance of marriage and stable relationships as the key building blocks of community and society. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstance.

Pupils need also to be given accurate information and helped to develop skills, values and attitudes to enable them to understand difference and respect themselves and others and for the purpose of preventing and removing prejudice.

As a school we aim to prepare to cope with the physical and emotional challenges of growing up, and to give them an elementary understanding of human reproduction. In this school, sex and relationships education will contribute to the requirements of the Education Reform Act 1988, i.e.

- Promote spiritual, moral, cultural, mental and physical development of pupils within the school and society.
- Prepares such pupils for the opportunities, responsibilities and experiences of adult life.

It is the policy of the governing body of St Mark's Primary School that when matters of a sexual nature need to be discussed, these are done in a natural and open manner with appropriate discretion. Parents will be approached first if a matter of a particularly delicate nature will be discussed, (unless this course of action would be detrimental to the welfare of the pupil concerned-in this instance child protection procedures will be followed). Pupils questions will be answered sensitively with due consideration being given to any particular religious or cultural factors and in relation to the children's age and level of maturity.

Principles:

With St Marks CE Primary School the Christian ethos provides the context within which all personal development takes place. This means that Christian values and attitudes with the emphasis on the importance of marriage, the family and stable relationships to build a child's self-esteem, self-awareness and a sense of moral responsibility will permeate all the curriculum – both explicit and 'hidden'.

Objectives:

Attitudes and values

- learning the importance of values and individual conscience and moral considerations
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children
- learning the value of respect, love and care

- exploring, considering and understanding moral dilemmas
- 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
- developing an appreciation of the consequences of 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, sexual health, emotions and relationships
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary

The Statutory Provisions

The government believes that all pupils should be offered the opportunity of receiving a comprehensive, well-planned programme of RSE during their time at school. The schools governing body has overall responsibility and they must have an up to date, written policy which must be available to parents.

Roles and Responsibilities

Governors

- As mentioned above with continued involvement through policy evaluation.

Head teacher

- Is responsible for the implementation of the policy and liaising with the governing body, LEA, parents and other appropriate agencies.

Personal, Social, Health Education and Citizenship Leader

- The leader, together with the head teacher, has a general responsibility for supporting other members of staff in the implementation of this policy and will also disseminate information and provide INSET relating to RSE.

- **Parents**

The school recognises that the parents are **key figures** in helping their children to cope with the emotional and physical aspects of growing up and therefore have more responsibility in preparing them for challenges and responsibilities which sexual maturity brings. Parents are encouraged to support the school's RSE and have access to this policy. Parents are invited in to school to look at the RSE lesson plans and discuss these with class teachers.

- **All Staff**

RSE is a whole school issue. All staff both teaching and non-teaching should be aware of this policy and how it relates to them.

What is RSE?

The purpose of RSE is to provide knowledge about loving relationships, the nature of sexuality and the process of human reproduction. Alongside this, it should lead to the acquisition of understanding and attitudes which prepare pupils to view their relationships in a responsible and healthy manner, including developing self-esteem, identifying healthy and unhealthy relationships and knowing how to keep themselves safe. The RSE programme will benefit children, school and society.

RSE has three main elements:

Attitudes and values

- . Learning the importance of values and individual conscience and moral considerations;
 - . Learning the values of family life and stable and loving relationships for the nurture of children;
 - . Learning the value of respect, love and care;
 - . Exploring, considering and understanding moral dilemmas;
 - . Developing critical thinking as part of decision making.
- Developing tolerance and understanding.

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;
- . Developing an appreciation of the consequences of choices made;
- . Managing conflict; and
- . Learning to recognise and avoid exploitation and abuse.

Knowledge and understanding

- . Learning and understanding physical development at appropriate stages;
- . Understanding human sexuality, reproduction, sexual health, emotions and relationships.

Where, When and How?

RSE is taught every half term and follows a whole school scheme of work (initiated by the leader, and developed by all staff with the involvement of governors, see Appendix 1). It includes the 'Biological aspects of N.C Science'. Mostly RSE will be delivered where appropriate, in the children's own classroom by their teacher. Occasionally an individual child may ask an explicit or difficult question within the classroom. This may be answered individually later. Teachers must use their own skills and discretion in these situations and /or seek support and advice from the PSHE leader.

Please note:

RSE should be fully integrated in the school's curriculum and not be isolated and taken out of context or over emphasised.

Parental Right of Withdrawal

Parents have the right to withdraw their children from all / parts of the RSE programme provided at school except for those parts included in the statutory National Curriculum. Parents have the opportunity to attend a meeting (Y4, 5 and 6) with class teachers.

Key Outcomes

The key outcomes of our RSE policy are in accordance with the guidance offered by DFE Guidance document 1116/2000.

- . develop confidence in talking, listening and thinking about feelings and relationships;
- . are able to name parts of the body and describe how their bodies work;
- . can protect themselves and ask for help and support, and
- . are prepared for puberty.

Specific Issues

- **Inclusion**

Ethnic, Cultural and Religious Groups

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Head teacher.

Pupils with Special Needs

We will ensure that all pupils receive sex and relationship education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Pupils, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

- **Child Protection**

Children have the right to expect schools to provide a safe and secure environment. Teachers need to be aware that the children may bring fears or worries into the classroom that affect RSE and need to develop an understanding of what is and is not acceptable in a relationship. This may lead to a disclosure of a child protection issue.

- **Confidentially**

If a member of staff, (teaching or non-teaching), suspects there to be C.P. issues involving a child or is faced with a disclosure then s/he has a duty to pass this information on to a designated member of staff, and use the procedures set out in the C.P. policy. Staff, need to make pupils aware that they cannot legally give complete confidentiality. This can be tackled by revisiting ground rules at the beginning of each session.

The named person at St Mark's is the Head teacher.

- **Health Professionals**

When visitors and outside agencies are involved, their contribution must have been planned as part of the overall RSE programme. Their contributions should complement the teaching already taking place in school.

- They can work with and give support to teachers
- They can provide a link to relevant services
- They can inform pupils about using health services in the area
- Give pupils confidential support and advice

Health professionals who are involved in delivering RSE, programmes are expected to work within the schools RSE policy and at the instruction of the Head teacher.

However, when they are in their professional role, such as a school nurse in consultation with an individual pupil, they should follow their own professional code of conduct.

- **Puberty**

Boys and girls need to be prepared for puberty. At St Mark's Primary School we will plan an appropriate age to do so, in consultation with parents.

- **Menstruation**

Linked to our education about puberty will be preparation for girls to cope with menstruation. Sanitary products are available within school if needed and a disposal unit is situated in the disabled toilet. When changing for P.E., pubescent children have the option of changing with more privacy.

- **Dissemination and implementation**

This policy will be given to all members of the governing body, teaching and non-teaching staff. All parents will be invited to read the document and reference copies will be available from the Head teacher via the school secretary.

RELATIONSHIP AND SEX EDUCATION SCHEME OF WORK 2017

Topic	FS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
1	Hygiene	Myself and Others	Differences : Boys and girls	Self Esteem	Growing and Changing	Talking about Puberty	Relationships (To include healthy/unhealthy relationships and LGBT relationships and homophobic bullying.)
2	Myself and Others	Naming Body Parts	Differences : Male and Female	Challenging Gender Stereotypes	Body Changes and Reproduction	Becoming Men and Women	Puberty
3	Family Networks	Family	Challenging Gender Stereotypes	Differences : Male and Female	What is puberty?	Puberty and Hygiene	Conception, Pregnancy and reproduction.
4	Body Awareness	Friendships	Everybody needs caring for	Family Differences	Thinking, feeling, doing – changing relationships	Menstruation and Wet Dreams	Being a Parent
5		Choices	Looking after the Body	Decision Making	Assertiveness	Menstruation Education for Girls	HIV Transmission, including safe sex
6				Safety	Your Questions Answered	Building Good Relationships	Sexual exploitation Grooming On line safety
		Kidsafe	Kidsafe	Kidsafe	Kidsafe	Kidsafe	Kidsafe