



Sex and Relationship Education Policy

Sex and Relationships Education will be compulsory from September 2020. This policy sets out how the school will meet the requirements set out in the statutory guidance. We aim to be teaching the new curriculum by at least the start of the summer term 2021, following consultation with parents

This policy should be read in conjunction with the following documents:

- Teaching and Learning Policy
- Curriculum Policy
- PSHE Policy
- E-Safety Policy (including Acceptable Use)
- Teaching & Learning Policy
- Science Policy

Policy Created:		April 2014			
First Presented to Governors for approval:			April 2014		
Proposed Review Cycle/Next Date:		May 2020		May 2023	
Approved by (Headteacher)			Approved by (Governor)		
Date:			Date:		
Policy Review History					
Date:	May 2017		Date:	November 2020	
Key Changes: <ul style="list-style-type: none">No changes made.Format reviewed.		Key Changes: <ul style="list-style-type: none">Policy reviewed to meet the introduction of compulsory relationships education and RSE from September 2020.		Key Changes:	
Presented to Governors: May 2017		Presented to Governors: Curriculum Committee 11 th November 2020		Presented to Governors:	

Imagine believe achieve

In our school community every individual is respected valued and nurtured; we share a belief about every child's ability to exceed their dreams.

We teach children to love life themselves and the world around them. Through learning we foster curiosity perseverance and resilience.

We believe that our attributes are not fixed; that our abilities and intelligence can grow through engagement effort and by embracing challenge.

1. What Is Sex and Relationship Education?

Although The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 made Relationship Education compulsory in all primary schools and parents are unable to withdraw their child from this; sex education is currently not compulsory. However, the Department for Education recommends that all primary schools should continue to have a sex education programme tailored to the age and maturity of the pupils. As set out in the guidance it is up to individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. We, like many other schools, already choose to teach some aspects of sex education and will continue to do so.

Sex and Relationship Education is lifelong learning about physical, sexual, moral and emotional development. Some aspects of RSE are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). RSE gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Principles and Values

At Ryelands we believe that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all pupils in our care.
- In our school and community we aim to encourage pupils and teachers to share and respect each other's views. We aim to generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, other mentors or advisers.

Aims and Objectives

We will teach children about:

- The physical development of their bodies as they grow into adults;
- The process of reproduction and birth as part of the human life cycle: how babies are conceived and born (and that there are ways to prevent a baby being made) and how babies are cared for;
- Identifying the external genitalia and internal reproductive organs in males and females;

- How puberty relates to human reproduction and the physical and emotional changes that happen when approaching and during puberty (including menstruation);
- Respect for their own bodies and other people's bodies
- The importance and diversity of family life within a stable, loving and committed relationship;
- Developing self respect and empathy;
- The need for mutual trust and respect for the views of other people;
- The importance of gaining knowledge and understanding in order to make informed choices;
- The need to develop good communication and assertiveness skills

Organisation

We teach sex education through different aspects of the curriculum. While we carry out the main relationships and sex education teaching in our PSHE curriculum, we also teach some RSE through other subject areas (Science and PE) 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. Teachers will not influence their teaching of RSE with personal beliefs or attitudes and will handle sensitively and with respect, the beliefs, values and backgrounds of the children. Some teachers may need support and training to deliver the programme sensitively and this will be sought by the PSHE co-ordinator. PSHE co-ordinator will contact PSHE teacher advisor (Kate Piercy) or other local schools, for staff training.

In Key Stage 1 we follow the guidance material in the scheme of work for Science. We teach the children about how animals, including humans, move, feed, grow and reproduce as well as about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 children learn about life processes and the main stages of the human life cycle in greater depth.

Within our planned PSHE scheme of work there is a steady progression in the development of knowledge, skills and understanding of RSE from the Foundation Stage up to Year 6. A discrete RSE programme which includes teaching children about changes in their bodies and the implications of puberty is delivered in Year 5 and is built upon in Year 6. We recognise that the onset of menstruation can be a confusing or distressing time for children if they are not prepared. As a school we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period. Puberty is occurring earlier than ever before, and it is now not uncommon for children to start their periods whilst in primary school even in year 4. For this reason, we deliver puberty lessons to all children in year 5 & 6 (and Year 4 if necessary for pupils in that cohort). As part of RSE lessons, all children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically and sensitively. In addition to this, we discuss the emotional and physical changes people encounter during puberty, including body odour, mood swings, hair growth, acne and growth spurts.

We liaise with the local health authority, other schools and the RSE school teacher advisor about suitable teaching materials to use. We always teach this with due regard for the emotional development of the children. We inform all parents and carers of children in Year 5 and 6 of the programme of lessons, the issues we will raise and how they are taught and invite them to view any of the materials we use to deliver the programme.

We believe it is important that this material is delivered by the classroom teacher in conjunction with parents/carers as it highlights to the children that relationship and sex education is something we can all talk about. Our classroom teachers cover all other aspects of the curriculum; we believe it is important that all staff are able to deliver this material to their class also. Furthermore, our classroom teachers know our children. This means they are more likely to be aware of any additional needs, support or particularly sensitive topics that may make a child in their class vulnerable due to some of the sensitive nature of the topic. We believe this makes them ideally placed to deliver the material sensitively to all children in their class.

The majority of the RSE programme is taught in classes with the boys and girls together. However, on some occasions it is appropriate for the children to be split into boys and girls, delivering the same content to both groups of children, but allowing the children to ask and answer questions in the most comfortable forum for them. We believe it is important for both girls and boys to learn about each other's bodies, changes and experiences. There will also be opportunities for children to speak to adults on a 1:1 basis to ask personal questions.

Inclusion

Ethnic and Cultural 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 Headteacher.

Pupils with Special Needs

We will ensure that all pupils receive age appropriate relationship and sex education, and we will offer provision appropriate to the particular 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 questions and offer support. We acknowledge that some children may be transgender and we would ensure that the curriculum is inclusive of children whose experiences may be non-binary.

The role of parents

At Ryelands we recognise that some parents may be uncomfortable with the thought of their children receiving relationship and sex education in primary school and we are well aware that the primary role in children's RSE lies with parents and carers. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology, we believe it is better that children receive age appropriate answers from us rather than it being left to their peers or the internet.

We want to build upon the positive and supporting relationship we have with our parents by developing mutual understanding, trust and co-operation. In promoting this we:

- Inform parents about the school's relationship and sex education policy and practice;- BEFORE THIS IS TAUGHT IN THE SUMMER TERM.
- Answer any questions that parents may have about the relationship and sex education of their child;
- Take seriously any issues that parents raise with teachers or governors about this policy or the arrangements for relationship and sex education in the school;

- Encourage parents to be involved in reviewing the school policy and making modifications to it as necessary.

Parents have the right to withdraw their child from this part of the relationship and sex education programme, but the reproduction and relationships element is statutory within the National Curriculum and statutory guidance, July 2019. If a parent wishes their child to be withdrawn from the sex education lessons, they should discuss this with the head teacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

The use of visitors

We encourage other members of the community, such as the school nurse, support workers from 'signposts' and other health professionals, to work with us to provide advice and support to the children with regard to health and RSE programme.

Confidentiality

Teachers conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes reference to being involved, or likely to be involved in sexual activity, the teacher will take the matter seriously and deal with it as a matter of child protection. Absolute confidentiality in this respect cannot be given to the child under the Child Protection Policy. 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 discuss these with the Designated Safeguarding Lead who will act on these concerns in line with the Safeguarding and Child Protection Policy.

Monitoring and Review

The Curriculum Committee of the governing body and the PSHE Co-ordinator monitors the sex and relationship education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The curriculum committee gives serious consideration to any comments from parents about the sex education programme, and keeps a record of all such comments. Governors require the head teacher to keep a written record, giving details of the content and delivery of the RSE programme we teach in school.