

The Federation of the Church Schools of Shalfleet and Yarmouth

Achieving Together for a Brighter Future



RELATIONSHIPS & SEX EDUCATION A STATEMENT OF POLICY

Approved by	TG & CW
Portfolio	Standards
Approved on	September 20
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Review Cycle	1 Year

This policy should be read in conjunction with: The Child Protection and Safeguarding Policy

Relationships and Sex Education Policy

As Church Schools, this policy is set within our Christian values including the importance of marriage, the family and stable relationships.

Christians are called to love God and to love others in the same way that God loves us.

Rationale

Safeguarding the children in our care is always our first priority. Relationships and Sex Education provides an understanding that caring environments are essential for the development of a positive self-image and that individuals are in charge of and responsible for their own bodies and minds. It encourages the acquisition of skills and attitudes which allows pupils to manage their own relationships within a healthy responsible lifestyle. One of our key values is relationships and the relevance of these in the context of teaching children about the importance of self esteem and body confidence.

Aims

We aim to offer a programme which recognises that the foundation of Relationships and Sex Education is the development of self esteem and positive relationships with others. Relationships and Sex Education is linked to the wider aspects of the Citizenship and PSHE curriculum. We aim to promote the spiritual, moral, cultural, mental and physical development of children and prepare them for the opportunities, responsibilities and experiences of adult life.

Objectives

- To know that we are all different and of equal value for which we must learn to take responsibility
- To know that we have feelings which affect others
- To appreciate the ways in which people learn to live and work together
- To respect the views of other people
- To develop an awareness of all loving, caring, 'family' relationships
- To know that human beings develop at different rates
- To know about the human life cycle
- To know that babies have specific needs
- To have respect for their own and others' bodies
- To be aware of the physical development of their own bodies as they grow into adults
- To be able to name parts of the human body
- To know about the way humans reproduce
- To learn how to keep themselves safe

Definition

Relationship Education begins with teaching pupils what a relationship is and the varying relationships that we have. As a church school, we teach the importance of a loving, stable relationship and of marriage. Pupils from a young age will be taught about honesty, respect, truthfulness and kindness. Teaching in many contexts, pupils will learn from an early age the features of relationships that are likely to lead to happiness and security. Consideration will be made to ensure children learn about the many different relationships they may come across and how they may change over time. Fundamental to all of these is that they are loving and secure. Along with learning about relationships, pupils will be taught about personal attributes such as honesty, integrity, generosity, resilience and a sense of self worth. Ensuring they understand that they need to have a secure self image, giving children the knowledge to deal with issues arising from any instability in relationships. This learning will give the children the tools in which to create a balance in their lives where they can make sensible decisions and stay safe. Sex Education aims to teach the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. This begins with teaching the children the correct, anatomical words for body parts and to understand how their bodies work and will change. This is to be taught at an age appropriate level, developing

knowledge as the children get older. Throughout the learning, there will be a focus on respect of ourselves and others and an understanding of what is appropriate behaviour.

Content of the Relationship Curriculum

The Relationships and Sex Education Curriculum will provide information which is easy to understand, be relevant and appropriate to the age and maturity of the children. The curriculum will promote the exploration and clarification of values and attitudes. Relationships Education will be taught in topics which will be developed from year to year in greater depth. While sex education in our schools means that we give children information about age appropriate sexual behaviour, we do this with an emphasis on the Christian moral code and values which underpin all our work in school. In particular, we teach relationships and sex education in the belief that:

- Relationships and sex education is part of a wider social, personal, spiritual and moral education process
- it is important to build positive relationships with others, involving trust and respect
- relationships and sex education should be taught in the context of marriage, stable relationships and family life
- children should be taught to have respect for their own bodies
- children should learn about their responsibilities towards others and acceptable age appropriate sexual behaviours

Guidelines

- Relationships and Sex Education is part of a whole school approach which should be planned and progressive within the health education of each child
- Acknowledgement should be made of the children's different starting points
- This work should be integrated within the curriculum and be mainly undertaken by the class teachers
- The views of parents and governors will always be considered

Healthy Lifestyles and Sensitive Issues Guidelines

We believe that all children should be given the knowledge, skills and understanding they need to lead a confident, healthy and independent life and to become informed, active and responsible citizens. These guidelines are designed to support teachers, governors, assistants, parents and carers to achieve this aim. We will work with children to enable them to achieve healthy lifestyles and consider sensitive issues.

Organisation

We teach relationships and sex education through different aspects of the curriculum.

We carry out the main relationship education teaching in our personal, social and health education (PSHE) curriculum and also through our specific Christian values work. We teach children about relationships and we encourage children to discuss issues.

We also teach through other subject areas (e.g. 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.

In science lessons, we follow the guidance material in the National Curriculum. In Key Stage 1, we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them 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, we teach about life processes and the main stages of the human life cycle in greater depth. This will include teaching about the changes that puberty will bring.

Who will teach Relationships and Sex Education

In general, class teachers will teach the Relationships and Sex Education curriculum. Support and advice will be sought from the school nurse, police and other outside agencies. Where a member of staff does not feel sufficiently equipped to teach the curriculum, the Head teacher will ensure that another member of staff assists. Relationships and Sex Education will generally be taught in ordinary mixed class groups. Some activities, especially in Key Stage Two, may be covered with smaller groups, with single sex groups or through other techniques. Staff will receive training from the RSE Co-ordinator.

How will we teach and monitor Relationships and Sex Education

We will be using resources recommended by the PSHE association, as well as from the DFE and SEAL materials in an age appropriate manner. Our curriculum will be monitored by the Governing Body and SLT, as well as giving parents and staff the opportunity to provide feedback to a nominated member of staff.

Working with Parents

Under the Education Act, children may be withdrawn by their parents from parts of the Relationships and Sex Education programme that are outside the compulsory elements of the National Curriculum. Parents wishing to exercise this right should contact the Head teacher to discuss the aspects of the programme causing concern. Relationships and Sex Education resources, including any videos to be shown to the children, will be made available to parents who wish to see them.

The Role of Parents

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

- inform parents about the school's relationship and sex education policy and practice
- answer any questions that parents may have about the relationship and sex education of their child
- take seriously any issue 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
- inform parents about the best practice known with regard to relationship and sex education, so that the teaching in school supports the key messages that parents and carers give to children at home

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and increasing responsibilities. Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from 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 Role of Other Members of the Community

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 who give us valuable support with our relationships and sex education programme. Other people that we may call on include local clergy, social workers and youth workers.

The Role of the Headteacher

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our relationships and sex education 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.

The Headteacher liaises with external agencies regarding the school sex education 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.

The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Dealing with Specific Topics

- Contraception – the giving of contraception advice to pupils under the age of 16, without parental consent or knowledge would be an inappropriate exercise of a teacher's professional responsibilities
- Child Protection – teachers will refer to the school policy and the council's child protection procedures and guidelines
- Confidentiality – the limitations on confidentiality need to be made clear by teachers before personal disclosures are made. A general rule is that any personal information about people within a group is not to be used outside the group without permission
- LGBTQ – individual questions from children will be answered as thought appropriate to the age of the child. Teachers have a responsibility to educate all children about the diversity within society and should not promote one lifestyle above another

This policy should be read in conjunction with the school's Child Protection and Safeguarding policy and also the guidance relating to the Equalities Act 2010 (www.legislation.gov.uk/ukpga/2010/15/contents)