



HARTWELL PRIMARY SCHOOL

Policy for Relationships and Sex Education

Hartwell Primary is a Voluntary Controlled academy and, recognising its historic foundation, works to preserve and develop its religious character in accordance with the principles of the Church of England. This includes the active promotion of Christian and British values and the respecting of those of other faiths or none.

Agreed by Governors: Spring 2018

Review date: Spring 2021

Rationale

We believe that Relationships and Sex Education (RSE) is a lifelong process where children and young people learn about the emotional, social and physical aspects of growing up.

They learn about relationships, sex, human sexuality and sexual health at an age appropriate level. It is a lifelong process whereby children and young adults acquire knowledge and understanding about their sexuality and relationships within a moral and ethical framework. At Hartwell Primary School RSE is delivered through the PSHE and Science Curriculums. We believe that all children should have access to the learning covered within this area of the curriculum and that they should have these information and skills taught to them before they start to experience significant changes.

Aims and Objectives

The key aims of RSE are to:

- Provide pupils with accurate and relevant information about the physical and emotional changes that they will experience throughout their formative years and into adulthood.
- Develop understanding about the way human beings reproduce.
- Establish an awareness of the importance of secure family life and relationships (whatever form that family takes), including the responsibilities of parenthood and marriage.
- Provide opportunities for pupils to develop personal and interpersonal skills that will enable them to make and maintain appropriate relationships within the family, with friends and within the wider community.
- Enable pupils to develop and reflect upon their beliefs, attitudes and values in relation to themselves and others within the school and community
- Foster self-awareness and self-esteem and a sense of responsibility and respect for themselves and others.
- Provide opportunities for young people to consider and reflect upon the range of attitudes to gender, sexuality and sexual orientation, relationships and family life.
- Raise awareness of inappropriate relationships (sexual abuse, grooming and so on) and what pupils should do if they are worried about any sexual matters.

Organisation and Statutory Duty

The role of the school has a relationships and sex education programme which is tailored to the age, physical and emotional maturity of the children within our care as recommended by the Department for Education.

The school delivers RSE through different aspects of the curriculum, with specific reference to Science and the PSHE and Citizenship schemes of work. The school actively co-operates with agencies such as the Local Health Authority and other health professionals to deliver its commitment to relationships and sex education.

The personal beliefs and attitudes of teachers will not influence the teaching of relationships and sex education. The school must ensure that any sex education is provided in a way that ensures pupils are taught about the nature of a stable relationship and its importance for family life and for bringing up children. Hartwell Primary School additionally ensures that pupils are protected from teaching materials which are inappropriate; taking account of the children's age and social background.

The Role of Teachers

Teachers have a responsibility to ensure the safety and welfare of pupils and because teachers act in loco parentis, parents may need to be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of relationships and sex education within the PSHE and Citizenship framework.

Teachers are required to adhere to the school's policy on confidentiality between themselves and pupils, especially when they believe that a pupil has embarked on a course of conduct that would place him or her at moral or physical risk or in breach of the law. Teachers cannot offer or guarantee absolute confidentiality. We would always seek parental co-operation when sensitive issues arise and we would include parents in any discussion. Where younger pupils are involved this will be grounds for serious concern and child protection issues will need to be addressed. The school's policy on confidentiality may encourage pupils to talk to their parents or carers and give them support to do so. If there is evidence of abuse the school's child protection procedure should be adhered to, ensuring that pupils are informed of sources of confidential help, for example, the school nurse, counsellor, GP or local young person's advice service.

The Role of Parents

Parents or carers have the right to withdraw their children from all or part of any sex education provided, but not from the teaching of the biological aspects of human growth and reproduction necessary under National Curriculum for Science. Any parent who is considering the withdrawal of their child must submit a written request to the school. Both the parent and the school must take into account the child's views given the child's statutory right to education.

Our aim is to build a positive and supporting relationship with parents through mutual understanding, trust and co-operation.

In promoting this objective we:

- Answer any questions that parents may have about the relationships and sex education of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for relationships and sex education in the school.
- We inform and guide parents about best practice with regard to relationships and sex education so that the teaching in school supports the key messages which parents give to children at home.

In building and fostering this working relationship with parents, pupils will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Outline Teaching Programme

Key Stage 1

Knowledge and Understanding:

- To understand that humans move, feel, grow, use their senses and reproduce.
- To name the main external parts of the human body using correct terminology.
- To understand basic information about how the body works and ways of looking after the body.
- To understand that humans grow from babies into adults.
- To understand and know the basic differences between males and females
- To understand and recognise similarities and differences between themselves and others and how to care for living things.
- To understand and identify family relationships and know that there are various family structures
- To understand the responsibilities in family relationships

Skills and Attitudes:

- To understand how to be able to ask questions however sensitive
- To develop ideas of non-stereotyped gender roles and explore gender roles
- To understand and develop strategies to counter media and other pressures to conform to stereotyping.
- To understand and develop personal behaviour conducive to maintaining friendships and relationships.
- To understand when and how to get help from adults.
- To understand how they can communicate feelings and concerns and how to show care and responsibility.
- To feel comfortable about body functions. Respect for families and family relationships.
- To be able to acknowledge and discuss moods

Key Stage 2

Knowledge and Understanding:

- To understand that there are life processes common to all animals and the main stages of the human lifecycle.
- To understand the structure and function of the reproductive system, ensuring the use of correct terminology.
- To understand the process of reproduction and conception.
- To recognise and accept individual personal growth and development and to understand there are variations.
- To understand the changes in the body at puberty and manage related feelings and emotions.
- To explain the process and management of menstruation.
- To understand positive ways of communicating within relationships.
- To understand the needs and responsibilities of family members.
- To know and recognise where to get support if an online relationship goes wrong.

Skills and Attitudes:

- To continue to develop the ability to ask questions however sensitive.
- To express feelings and anxieties and develop strategies to deal with these.
- To continue to develop personal behaviour conducive to maintaining friendships and relationships.
- To identify and cope with pressure from peers.
- To overcome peer pressure to behave in ways detrimental to their health and self-esteem.

Questions and discussions

Most discussion involves the whole class and teachers establish clear parameters of what is appropriate. No one is forced to participate in discussion, personal questions will not be asked, correct terminology is used and answers given in a sensible, factual way.

Puberty

Boys and girls are taught about the changes which puberty brings. Information is given to girls in Years 5 and 6 on practical aspects concerning menstruation, the availability of necessary equipment and disposal facilities. They are encouraged to seek help and advice from their Class Teacher should the need arise.

Assessment of Learning and Monitoring

This policy runs in conjunction with our Science and PHSE policies as much of the work would be done within these contexts. As such we would assess work in the same way, looking at recorded evidence in books, having discussions with the children and asking appropriate questions.

Equality and Inclusion

Relationships and sex education is an inclusive curriculum and all pupils are helped to understand their physical and emotional development and enabled to make positive decisions in their lives.

Within their planning teachers will be considerate of:

- different genders
- children with learning difficulties
- cultural and religious differences

In upper KS2 girls and boys will have the opportunity to talk separately as well as together about specific aspects of the curriculum. The school nurse may be called upon to enhance delivery of aspects of the curriculum.

Jamie Pardon
Headteacher