LAYFIELD PRIMARY SCHOOL

Relationship and Sex Education Policy

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Contents

Section 1: Definition

Section 2: Aims

Section 3: Context

Section 4: Curriculum

Section 5: The role of parents

Section 6: The role of other members of the community

Section 7: Confidentiality

Section 8: The role of the head teacher

Section 9: Monitoring and Review

1. Definition

1.1 The focus of Relationship and Sex Education (RSE) in primary school is about teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults. Sex education is not compulsory in primary schools and our curriculum therefore focuses on Relationships Education. Sex education at Layfield is taught in Years 5 and 6 and focuses on puberty and reproduction, which link directly to the science curriculum.

2. Aims

2.1 At Layfield Primary School, the aim of RSE is to:

- Provide a framework in which sensitive discussion can take place
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2.2 As a rights respecting school, we have based this policy on the rights of children as set out in the United Nations Convention on the Rights of the Child with the responsibility of all named to ensure that these rights are met. This also ensures that we are an inclusive school and offer equality of opportunity and diversity when needed to all groups of pupils within school including those with SEN.

The following articles from the United Nations Convention on the Rights of the Child are particularly relevant to this policy:
Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 14: Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.

Article 17: Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

Article 28: Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child.

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

3. Context

3.1 At Layfield Primary School, we teach RSE explicitly through a number of different subjects including:

- PSHE
- Science
- Computing

We also teach RSE implicitly through other areas of learning such as collective worship.

4. Curriculum

4.1 When delivering RSE to our pupils, we use a variety of different resources to support learning including using the Lucinda and Godfrey resources, which we feel contribute significantly to a child's knowledge and understanding of his or her own body and how it is changing and developing.

4.2 In PSHE, we teach children based on the 3 core themes: health and well-being, relationships and living in the wider world. Within these 3 core themes, the intention is that by the end of primary school, pupils should know about:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

We encourage children to discuss and debate issues, to become more aware of similarities and differences and to develop tolerance, self-confidence and self-awareness.

4.3 In science, we teach children about animals including humans and living things. Through these areas of the science curriculum pupils learn:

- Identify and name a variety of animals including mammals
- That animals including humans have offspring which grow into adults
- Find out about and describe basic needs of animals including humans
- Describe the differences in lifecycles of mammals
- Describe the life process of reproduction in some plants and animals

4.4 In computing, we teach pupils about using technology in a way that keeps them safe. We do this through explicit lesson where pupils discuss and complete activities which allow them the opportunity to discuss scenarios and what and how they should react in this situations.

4.5 The PSHE curriculum, including RSE, is implemented by various different staff within school, subject specialists from our local secondary school and external visitors such as the NSPCC. The impact of this is that it allows our pupils a wider variety of opportunities to ask questions and get answers.

4.6 Parents are made aware of the curriculum in different ways at our school, which gives them the opportunities to be prepared for the questions pupils may ask when learning about RSE.

4.7 In years 5 and 6 pupils are taught about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. Our sex education programme is tailored to the age and the physical and emotional maturity of our pupils. It ensures that both boys and girls are prepared for 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.

We consult parents before these sessions are delivered so that they are aware of the detailed content of what will be taught. Support is provided so that parents have materials and confidence in talking to their children about sex education and how to link this with what is being taught in school.

Parents have a right to request that their child be withdrawn from sex education sessions, however they must discuss this with the teacher beforehand. The child's wishes must also be taken into account.

Discussions ensure that the wishes of parents and children are understood and to clarify the nature and purpose of the curriculum, the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead). A record of the discussion will be kept on the children's records.

5. The role of parents

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

- inform parents about our RSE policy and practice
- answer any questions that parents may have about the RSE of their child
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- inform parents about the best practice known with regard to RSE, 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 their increasing responsibilities.

6. The role of other members of the community

6.1 We encourage other valued members of the community to work with us to provide advice and support to the children with regard to RSE. In particular, members of the Local Health Authority, such as the school nurse give us valuable support with our relationship and sex education programme.

7. Confidentiality

7.1 RSE lessons are conducted in a sensitive and professional manner. This includes confidentiality at an appropriate level. From time to time a child may wish to discuss an issue in confidence with a member of staff. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the member of staff is duty bound to take the matter seriously and deal with it as a matter of child protection. Staff will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the member of staff will talk to the child as a matter of urgency. If the member of staff has concerns, they will draw their concerns to the attention of the designated person (Helen Owen - Head Teacher) who will deal with the matter according to safeguarding and child protection policy and procedures.

8. The role of the head teacher

8.1
It is the responsibility of the head teacher to ensure that both staff and parents are informed about our relationship and sex education policy, and that the policy is implemented effectively. It is also the head teacher'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.

8.2 The head teacher liaises with external agencies regarding the schools relationship and sex education programme to ensures that all adults who work with children on these issues are aware of the school policy and that they work within this framework.

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

9. Monitoring and review

9.1 RSE is monitored by the PSHE lead and the head teacher.

9.2 This policy is reviewed and updated every two years by the RSE lead, who makes recommendations to the governing body as necessary.