

THAKEHAM PRIMARY SCHOOL

'Small School, Big Opportunities, Great Achievements'



Relationship & Sex Education Policy

Thakeham Primary School

Date approved by the Full Governing Body: April 2018

Review Date: March 2021

Signed

Headteacher: 

Chair of Governors: 

Audience

This policy is intended to be read by all members of staff employed by Thakeham Primary School. It will be available on the website for parents to view.

Aims

The aim of the policy is to provide a framework for teaching Relationships and Sex Education throughout the school. It is also intended to inform parents of the programme that their children will be following in each year of their education.

We teach children about:

- the physical development of their bodies as they grow into adults
- the way humans reproduce
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term and loving relationship
- the importance of family life (and that the concept of 'family' can vary)
- moral questions
- relationship issues
- respect for the views of other people

Context

We teach RSE in the context of the school's aims and values. While RSE in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular we teach RSE in the belief that:

- RSE should be taught in the context of marriage and family life
- RSE is part of a wider social, personal, spiritual and moral education process
- children should be taught to have respect for their own bodies
- children should learn about their responsibilities to others and be aware of the consequences of sexual activity
- it is important to build positive relationships with others, involving trust and respect

Safeguarding Statement

Thakeham Primary School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff to share this commitment.

Equal opportunities

At Thakeham Primary School we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunity to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

What is Relationships and Sex Education (RSE)?

RSE is the life-long learning about physical, moral and emotional development. It is 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.

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; and
- 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; and
- 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;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

What do children need to know?

Children need a balance of simple and accessible information, the chance to learn social and personal skills and the opportunity to think through and talk about moral issues and dilemmas. Both informal and formal discussions need to take place in a safe environment that also takes into account

children's religious and cultural values. RSE will be taught throughout each year group, building on previous learning and is designed to enable children to build self-esteem, explore their values and attitudes and to make informed decisions about their behaviour, personal relationships and sexual health. It gives them an opportunity to develop their social skills, including assertiveness and negotiation, which is used in other areas of their everyday lives.

BY THE END OF KEY STAGE 1

Pupils will be able to:

- Recognise and compare the main external parts of the bodies of humans.*
- Recognise similarities and differences between themselves and others.
- Treat others with sensitivity.*
- Identify and share their feelings with others.
- Recognise safe and unsafe situations.
- Identify and be able to talk with someone they trust.
- Be aware that their feelings and actions have an impact on others.
- Make a friend, talk with them and share feelings.
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

- That animals, including humans, grow and reproduce.*
- That humans and animals can produce offspring and these grow into adults.*
- The basic rules for keeping themselves safe and healthy.
- About safe places to play and safe people to be with.
- The needs of babies and young people.
- Ways in which they are similar and different from others.
- That they have some control over their actions and bodies.
- The names of the main external parts of the body including names for sexual parts.*
- Why families are special for caring and sharing.

Pupils will have considered:

- Why families are special.
- The similarities and differences between people.
- How their feelings and actions have an impact on other people.

* statutory requirements

BY THE END OF KEY STAGE 2

Pupils will be able to:

- Express opinions, for example, about relationships and bullying.
- Listen to, and support others.
- Respect other people's viewpoints and beliefs.
- Recognise their changing emotions with friends and family and be able to express their feelings positively.
- Identify adults they can trust and who they can ask for help.
- Be self-confident in a wide range of new situations, such as seeking new friends.
- Form opinions that they can articulate to a variety of audiences.
- Recognise their own worth and identify positive things about themselves.
- Balance the stresses of life in order to promote both their own mental health and well-being and that of others.
- See things from other people's viewpoints, for example their parents and their carers.
- Discuss moral questions.
- Listen to and support their friends and manage friendship problems.
- Recognise and challenge stereotypes, for example, in relation to gender.
- Recognise the pressure of unwanted physical contact, and know ways of resisting it.

Pupils will know and understand:

- That the life processes common to humans and other animals include growth and reproduction.*
- About the main stages of the human life cycle.*
- That safe routines can stop the spread of viruses including HIV.
- About the physical changes that take place at puberty, why they happen and how to manage them.
- The many relationships in which they are all involved.
- Where individual families and groups can find help.
- How the media impact on forming attitudes.
- About keeping themselves safe when involved with risky activities.
- That their actions have consequences and are able to anticipate the results of them.
- About different forms of bullying people and the feelings of both bullies and victims.
- Why being different can provoke bullying and know why this is unacceptable.
- About, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.

Pupils will have considered:

- The diversity of lifestyles.
- Others' points of view, including their parents' or carers.
- Why being different can provoke bullying and why this is unacceptable.
- When it is appropriate to take a risk and when to say no and seek help.
- The diversity of values and customs in the school and in the community.
- The need for trust and love in established relationships.

Working with parents

The content of the RSE curriculum is shared with parents and we welcome feedback and discussion via meetings with parents. Our policy is available to all parents via the school website and in hard copy from the School Office. Parents have the statutory right to remove their child from these lessons, however we advise parents to discuss this with the Headteacher initially. Letters will be sent home with each year group prior to the planned teaching, and parental workshops will be offered at the appropriate times to ensure that parents understand and support the children's learning. Although parents have the statutory right to remove their child from these lessons, they should contact the head to discuss this prior to making such decisions.

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, give us valuable support with our RSE programme. Other people that we may call in include local clergy, social workers and youth workers.

Safeguarding

Teachers conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved, in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the concerns will be shared with the Designated Safeguarding Lead who will follow the Safeguarding & Child Protection Policy procedures.

The role of the Headteacher

It is the responsibility of the Headteacher to ensure that staff, parents and governors are informed about our RSE policy and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are sufficiently knowledgeable, so that they can teach effectively and handle any difficult issues with sensitivity.

The Headteacher liaises with external agencies regarding the school RSE 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.

Statutory Guidance

This policy is in line with statutory guidance as of March 2017 including the National Curriculum and in line with Sex and Relationship Education Guidance (DFEE, 2000)

Non Statutory Guidance

National Framework for Personal, Social, Health Education (PSHE) and Citizenship (2000)

This has four strands:

- Developing confidence and responsibility and making the most of their abilities.
- Preparing to play an active role as citizens.
- Developing a healthy, safer lifestyle.
- Developing good relationships and respecting the differences between people. SRE is one aspect of this holistic approach.

SRE Guidance (2000)

This provides guidance to schools to deliver SRE as part of PSHE and Citizenship and within a healthy schools context. This guidance is underpinned by the Learning and Skills Act (2000).

Excellence and Enjoyment: Social and Emotional Aspects of Learning – SEAL (2004)

is a whole-curriculum framework and resource from the Primary National Strategy. This resource focuses on five qualities and skills that help to promote positive behaviour and effective learning: Self-awareness, Managing feelings, Motivation, Empathy, Social skills.

Faith, Values & RSE

All children from all faiths and cultures have an entitlement to RSE. Teaching RSE effectively means taking into account the faiths and cultures of the children in our school. SRE should be sensitive to the range of different values and beliefs within a multi faith and multi cultural society. There are two underlying principles considered:

1) RSE must be relevant to the children, supporting them in learning about different faiths and cultures and be underpinned by values promoting equality and respect.

2) Valuing diversity and anti-discriminatory practice is an integral part of the school's ethos.

The teaching of Sexual Intercourse will be within the context of family and loving relationships.

Resources

We will be using DVD's, life-size womb models, amongst a range of resources for teaching the planned yearly curriculum.

Monitoring of this policy

The Headteacher will monitor all aspects of school life in order to determine whether this policy is being fully implemented by all staff. The Governing Body will monitor implementation of this policy through Headteacher and Chair of Governor meetings and policy committee.