

# Charnwood Primary School



## Relationships & Sex Education Policy

### November 2018

Reviewed	Date:	<b>November 2018</b>
	By:	<b>Mrs N Metcalfe SENCO</b>

Agreed at the Governor Committee Meeting <b>School Improvement</b>	Date:	<b>13/12/18</b>
	Signed by Chair of Committee:	<b>Mrs I Pasternicki</b>

Acknowledged by FGB	Date:	<b>07/03/19</b>
	Signed by Chair of FGB:	<b>Mr M Karim</b>

Next review	2 years	<b>November 2020</b>
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## Revision History

<b>Date</b>	<b>Details of change</b>
November 2015	Reviewed by Ms N Jassat
December 2016	Reviewed by Ms N Jassat <ul style="list-style-type: none"><li>• Added quote from the SRE policy guidance</li><li>• Minor changes to wording</li></ul>
November 2018	Reviewed by Mrs N Metcalfe <ul style="list-style-type: none"><li>• Amended title of policy to now read ‘ Relationships &amp; Sex Education Policy’</li><li>• Minor change to section ‘Rationale’, point ‘Knowledge and understanding (at appropriate stages)’ on page 3</li></ul>

## Rationale

Charnwood Primary School believes that RSE (Relationships and Sex Education) is an essential and integral part of a child's personal and social development and those themes that are taught should support them through their physical, emotional and moral development.

Formal Relationships and Sex work will be taught through science, PSHE (Personal, Social and Health Education) & Citizenship and Religious Education lessons. Informally children at Charnwood Primary School will learn about RSE through the values and ethos of the school and through contact with other children.

Working in partnership with parents is essential to ensure that teaching in school supports and reinforces that provided at home.

The delivery of RSE will be in accordance with the National Curriculum in England for Key stage One and Key Stage Two:

*"All state-funded schools must have 'due regard' to the Secretary of State's guidance on SRE (DfEE, 2000). This states that:*

- *'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)*
- *Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)"*

**(Quote from the SRE Policy Guidance Published by NCB for the Sex Education Forum 2014 Written by Lucy Emmerson and Jane Lees)**

Relationships and Sex Education has three main elements:

- **Attitudes and values**

- Learning the importance of values, individual conscience and moral considerations;
- Learning the value of family life, marriage and stable 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 absence of prejudice;
- Developing an appreciation of the consequences of choices made; and
- Managing conflict and learning how to avoid exploitation and abuse.

- **Knowledge and understanding (at appropriate stages)**

Learning about and understanding physical development and reproduction;  
Understanding human sexuality, sexual health, emotions and relationships;  
**(These aspects are taught at KS3)**

Learning about contraception, and the range of local and national health advice and support services available; **(KS3)** and

Learning the reasons for delaying sexual activity and how to avoid unplanned pregnancy **(KS3)**

Relationships and Sex Education is lifelong learning about physical, moral and emotional development. It is about respect, love and care and the benefits of making and maintaining a stable marriage or relationship.

### **Implementation**

The school has a statutory responsibility to cover any aspect of Relationships and Sex Education that appears in the National Curriculum.

**Use of materials:** Materials used at Charnwood Primary School are in accordance with the PSHE framework and the law, which governs the delivery of SRE.

The content of the programme of study for Charnwood Primary School Relationships and Sex Education is either taught as a unit within the school scheme of work for Science and as part of PSHE and Citizenship or as part of a theme linked with other curriculum areas.

The DfES recommends that all primary schools have an RSE programme tailored to the age and the physical and emotional maturity of the children. This forms part of the statutory requirements for science and parents are not allowed legally to withdraw their child (ren) from these aspects. Any parent who has any anxieties about any area of sex education is welcome to make an appointment to discuss it.

Education about relationships focuses on friendship, bullying and the building of self-esteem. Consideration is given to appropriate teaching methods (i.e. one-to-one, small group, whole class, single sex groups).

It is important that in the transition year (to the secondary phase) the school support pupils' ongoing emotional and physical development effectively. Work in this transition year includes: i) changes in the body related to puberty (e.g. periods and voice breaking) ii) when these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these.

**Relationships:** RSE, set within the framework for PSHE, ensures the inclusion of meaningful discussion about feelings, relationships and values. It helps young people respect themselves and others, and understand difference.

**Children with special educational needs and learning difficulties:** Charnwood Primary School ensures that these children are properly included in the relationships and sex teaching. They will require help in developing the skills needed to reduce the risk of abuse and in learning what sorts of behaviours are, and are not, acceptable. Teachers

plan work in different ways in order to meet individual needs. **All staff** are aware of and follow the school's RSE policy.

### **Working with Parents**

The school is committed to working in close partnership with parents and carers who are the key people in teaching their children about relationships and sex. A parent or carer who is concerned about any element of this policy, or is unhappy about their child's participation, should discuss their feelings with the Headteacher.

Parents have the right to withdraw their children from all or part of those aspects of the RSE programme, which are NOT part of the statutory National Curriculum Science Orders.

**The DfES has produced a free leaflet for parents entitled, '*SRE and Parents*'. Copies can be obtained from the DfES orderline (Tel: 0845 6022260, DfES code (0706/2001)).**

### **Dealing with difficult questions**

We have a variety of strategies for dealing with difficult questions. For example:-  
If a question is too explicit or is inappropriate, the teacher will attend to it later, on an individual basis and a decision will be taken whether or not to inform the child's parents/carers.  
If a child makes a disclosure that causes the teacher concern then they follow child protection procedures.

### **Language and Ground Rules in Lessons**

All staff teaching RSE will set ground rules in their classes. For example:

- \*no one (teacher or pupil) will have to answer a personal question
- \*no one will be forced to take part in a discussion
- \*the only language used will be easily understood and acceptable to everyone in the class.
- \*only the correct names for body parts will be used
- \*meanings of words will be explained in a sensible and factual way.

### **Puberty**

Boys and girls need to be prepared for puberty before they reach this developmental stage. At Charnwood Primary School we teach about puberty and the need for extra care with personal hygiene mainly in single gender lessons.

## **Menstruation**

Our programme will include preparation for menstruation. Basic information about the process of puberty will be given to both boys and girls.

We will make appropriate and sensitive arrangements for the changing and disposal of sanitary wear for our pupils (e.g. requests for sanitary protection are dealt with in the school office). There are trained first aid staff in school who are used to dealing with sensitive issues.