



Relationship and Sex Education Policy

Policy written - March 2019

To be reviewed - March 2021

The Acorn Federation Relationship and Sex Education Policy

Introduction

“All schools must have an up to date RSE policy which is made available for inspection and to parents. The policy must:

- Define sex and relationship education;
- Describe how sex and relationship education is provided and who is responsible for providing it;
- Say how sex and relationships education is monitored and evaluated;
- Include information about parents’ right to withdrawal; and
- Be reviewed regularly”

Relationship and Sex Education Guidance (DfE 0116/2000)

Relationship and sex education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.

Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

Moral and Values Framework

Relationship and sex education reflects the values of the PSHE and Citizenship programme. RSE will be taught in the context of relationships. In addition RSE will promote self esteem and emotional health and well-being and help pupils form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Process for Policy development

The policy has been developed in consultation with parents/carers, staff, governors, school health staff and other relevant agencies. The policy is available on the school website for parents to view, alternatively a paper copy can be requested from the school office.

Aims and Objectives for Relationship and Sex Education

The aim of RSE is to provide children with age appropriate information to explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

This should take place with consideration of the qualities of relationships within families.

The objectives of Relationship and Sex Education are;

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils’ self esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils’ develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier, safer lifestyle

- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

The teaching programme for Relationship and Sex Education

Legal requirements

All schools must teach the following as part of the National Curriculum Science Objectives, parents do not have the right to withdraw their child/children.

National Curriculum Science

Key Stage 1

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- notice that animals, including humans, have offspring which grow into adults.
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Lower Key Stage 2

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- describe the simple functions of the basic parts of the digestive system in humans.
- identify the different types of teeth in humans and their simple functions.
- construct and interpret a variety of food chains, identifying producers, predators and prey.

Upper Key Stage 2

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age.
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.

It is our intention all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required.

We follow a spiral curriculum for RSE which can be found on each school's website so that all stakeholders can see the content covered by each year group.

The organisation of Relationship and Sex Education

Teresa Bosley is the designated teacher with responsibility for coordinating sex and relationships education.

Relationship and Sex education is delivered through science, RE, PSHE, Citizenship, literacy activities, circle time and R time. Relationship and Sex education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

A range of teaching methods which involve children's full participation are used to teach relationship and sex education. These include use of video, discussion, looking at case studies, drama and role play.

Relationship and sex education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant.

Resources to teach relationship and sex education include fiction, reference books, leaflets and extracts from videos.

Specific Issues

Parental consultation

The school includes information on relationship and sex education in the school prospectus and full details are available on request.

The school informs parents when aspects of the relationship and sex programme are taught and provides opportunities for parents to view the videos and resources being used.

Parents have the right to withdraw their children from those aspects of relationship and sex education, not included in the National Curriculum Science Objectives, alternative work would be set.

However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.

Child Protection / Confidentiality

Teachers need to be aware that effective relationship and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher / Designated Safeguarding Lead in line with the LA procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

Links with other policies

This policy is linked with the following policies:

- PSHE & Citizenship
- Equal Opportunities
- Child Protection
- Confidentiality
- Behaviour
- Anti Bullying

These policies can be found in the policy folder in the headteacher's office or on the school website.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Use of visitors

“Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator’s and teacher’s responsibility to plan the curriculum and lessons.” Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

When appropriate, visitors such as the school nurse may be involved in the delivery of relationship and sex education, particularly in Key Stage 2.

Children with special needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of relationship and sex education.

Monitoring and Evaluation

Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for relationship and sex education.

The effectiveness of the RSE programme will be evaluated by assessing children’s learning and implementing change if required.

RSE issues will be included in the induction programme for all new members of staff.