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Owner-Skelton Primary
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Summer 2022



## Keeping Children Safe In Education **Relationships and Sex Education Policy** 2021

Skelton Primary School offers a positive, safe learning environment for its community, in which everyone has equal and individual recognition and respect. We celebrate success and are committed to the continuous improvement and fulfilment of potential in every child.

We encourage increasing independence and self-discipline amongst the pupils. Everyone within the school has an important role to play in sharing responsibility for the development of positive behaviour and attitudes.

Designated Safeguarding Lead Andy Woolf  
Deputy Safeguarding Leads Charlotte Bonas and Tracy Hill

Safeguarding Link Governor Mr Bland  
Head Teacher Sarah Walker  
Chair of Governors Helen Swarbrick



# Relationships and Sex Education Policy

## 1. What is Relationship and Sex Education?

Relationship and Sex Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It should help teach our children to develop and form positive values, attitudes and social skills and increase their knowledge and understanding of how to make informed decisions and life choices.

At Skelton Primary School, we teach Relationships Education and Health Education through our timetabled PSHE/Life Skills programme. In addition, we follow the Sex and Relationships scheme "Lucinda and Godfrey". The national curriculum for Science also includes subject content in related areas such as the human body and reproduction in plants.

We have based our school's Relationships and Sex Education Policy (referred to as SRE throughout this policy document) on the new statutory DfES guidance document *Relationships Education, Relationships and Sex Education (SRE) and Health Education 2019*. In this document, it states, *the focus on primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family friendships and relationships with other children and staff*. APPENDIX 1

Our PSHE/Life Skills programme has been developed and adapted to reflect this. It should be read in conjunction with our Safeguarding/Child Protection & Equality Policy. In matters of interpretation, please refer to the Headteacher, whose decision is final, subject to the Academies Governance Procedures.

## 2. Aims

We aim to teach our children about:

- Families who care for me.
- Caring friendships.
- Respectful relationships.
- Online relationships.
- Being safe and having the knowledge and capabilities to ask for help and support when needed.
- The changing adolescent body.

(See PSHE/Life Skills Programme for detailed break downs of each of the above areas). APPENDIX 2

This policy will be kept under review in the light of legal developments and best practice

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SLT responsibility: S.E.Walker



# Relationships and Sex Education Policy

## 3. Context

We teach sex education in the context of the school's aims and values framework. While sex education 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 sex education in the belief that:

- sex education should be taught in the context of love, respect and care, marriage, family commitment and family life, (family is a broad concept and includes a variety of types of family structure and acceptance of different approaches);
- sex education 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;
- children need to learn the importance of self-control.
- it is an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.

## 4. Skelton Primary School is a Rights Respecting School

Article 3 states: The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and lawmakers.

Also, we are involved in the local Healthy Schools Programme, which promotes health education in accordance with Change4Life and other Government Initiatives. As participants in this scheme we:

- consult with parents on all matters of health education policy.
- train all our teachers to teach sex education.
- listen to the views of the children in our school regarding sex education.
- look positively at any local initiatives that support us in providing the best sex education teaching programme that we can devise.
- constantly seek new teaching materials.

## 5. Organisation

We teach sex and relationship education through different aspects of the curriculum. While we carry out the main sex and relationships education teaching in our personal, social and health education (PSHE)/Life Skills curriculum, we also teach some SRE through other subject areas (for example, Science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

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Example of a link to the Science Curriculum : In the new Primary National Science Curriculum Programme of Study on Living things and their habitats and Animals, including humans, a statutory requirement states that Y5 children “Should be taught to describe the changes as humans develop to old age. They should describe the life process of reproduction in some plants and animals.” Guidance suggests “Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.” In our Science work, we teach the biological facts of the reproductive systems, e.g. fertilisation of the ovary and the development of the fetus, whilst our teaching of human sexual relationships will predominantly be through our PSHE and SRE work using the ‘Lucinda and Godfrey’ scheme.

In PSHE we teach children about relationships, and we encourage children to discuss issues during weekly circle times.

- In Foundation Stage, children learn to feel safe and secure, and form friendships with other children. They are taught to name body parts. In Key Stages 1 and 2, we follow the guidance material in the national scheme of work for PSHE and the Science Curriculum.
- In Key Stage 1, children learn to appreciate the similarities and differences between male and female and how to show respect for each other. As part of the Science Curriculum, children identify, draw, name and label the basic parts of the human body. They notice that animals, including humans, have offspring which grow into adults.
- In Key Stage 2, children understand and accept the similarities and differences between male and female and show respect for each other. We teach about the life process of reproduction, and the main stages of the human life cycle in greater depth, describing the changes as humans develop to old age. In Year 5 and 6 we place a particular emphasis on growing and changing. As many children experience puberty at this age, we revisit/ teach naming the parts of the body and how these work. We explain to them what will happen to their bodies during puberty. For example, we explain to the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it. We liaise with our School Nurse and Teenage Pregnancy Advisory Service regarding new teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

## 6. The Role of Parents

We are well aware that the primary role in children’s SRE 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 will:

- inform parents about the school’s SRE policy and practice;
- answer any questions that parents may have about the sex education of their child;

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- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about the best practice known with regard to sex education, 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.

If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard and will provide alternative activities for their child.

### 7. 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 Teenage Pregnancy Service, give us valuable support with our sex education programme.

### 8. The Role of the Pupils

In your Sex and Relationships Education you can expect that:

- you will be taught about SRE throughout school, appropriate to your age and development
- you will identify the physical development of your body as you grow into an adult
- show respect for your own body
- understand it is important to build positive, trusting relationships with others
- show respect for the views of other people
- know who to speak to if you have any questions, concerns or worries

If you are ever in fear for your physical safety, staff will take immediate action to keep you safe with the help of their colleagues at school, parents/carers and outside agencies.

REMEMBER THE CHILDLINE NUMBER 0800 1111

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## 9. The Role of the Staff

Our staff are expected to:

- promote an environment that is constructive and safe for all pupils through their own practice and actions.
- inform parents/ carers when SRE is to be carried out.
- answer any questions that parents may have about the sex education of their child, referring them to the Headteacher if further clarification is required.
- work in co-operation with our school nurses, colleagues, pupils, parents/carers, staff from other organisations in the local community and our Chair of Governors.
- inform SLT if they feel additional training/ support is required.
- continue to take a whole school approach.

All staff can expect to be appropriately trained and supported in delivering SRE lessons.

## 10. The Role of the Headteacher

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our SRE policy, and that the policy is implemented effectively. It is also the Headteacher'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.

The Headteacher and PSHE and Citizenship Coordinator liaise with external agencies regarding the school sex education programme, and ensure that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

## 11. The Role of our Governors

Our governors are expected to:

- be involved in monitoring and evaluation of our SRE policy and practices at Children, Family & Community Committee, reporting findings and recommendations to the full governing body, as necessary, if the policy needs modification
- give serious consideration to any comments from parents about the sex education programme, and make a record of all such comments

Governors will be kept up to date on the progress of our SRE activities and receive annual information in the Headteacher's Report.

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## 12. Confidentiality

Teachers conduct SRE 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 teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Headteacher. The Headteacher will then deal with the matter in the manner prescribed by local agreed Safeguarding Board Policies.

## 13. Monitoring and Review

The Children Family & Community Committee monitors our SRE policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as effectiveness necessary, if the policy needs modification. It gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. This policy will also be reviewed as and when guidelines change.