

# FELSTED PRIMARY SCHOOL

SEX AND RELATIONSHIPS EDUCATION JULY 22



Nurturing today's minds for tomorrow's challenges

- Be Respectful
- Be positive
- Be the best you can be
- Save our world!

Date Policy was formally adopted	
Review Date	
Chair's Name	
Chair's Signature	

This policy should be read in conjunction with the following policies:-

PSHRE

Harmful sexual Behaviour and Child on Child Abuse

Child Protection

## 1 INTRODUCTION

We have based our school's Sex and Relationships Education policy on the DfE guidance with regard to Sex and Relationship Education Guidance. From 2020 all primary schools in England are required to teach Relationships Education and Health Education. In June 2020 the DfE released an update advising schools that due to disruption caused by Coronavirus they could delay starting teaching RSHE to no later than the beginning of the summer term 2021 if they feel they need additional planning time. There is no statutory requirement for primary schools to teach sex education beyond what is required in the Science National Curriculum. However, the department for education recommends that children are taught about how a baby is conceived and born prior to leaving primary school and therefore we have included conception and birth in our content at Years 5 and 6.

In Felsted Primary School, Sex and Relationship Education is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'. Our aim is to enable pupils to make good decisions when faced with situations regarding relationships in their future lives. Sex Education is mainly taught as part of the Personal, Social and Health Education curriculum in our school. While we use Sex Education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

At Felsted Primary School we use the Kapow Primary Planning to support teaching of PSHRE lessons. These planning units have been carefully mapped against the teaching requirements and therefore cover all the statutory content.

## 2 AIMS AND OBJECTIVES

2.1 In Sex education we teach children about:

- the physical development of their bodies as they grow into adults;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- sex abuse and what they should do if they are worried about any sexual matters.

In Relationships education we teach children about:

- the importance of family life;
- moral questions;
- relationship issues;
- respect for the views of other people;
- different types of relationships, including friendships, family relationships, dealing with strangers
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online

However, there is a great deal of overlap.

### 3 **CONTEXT**

3.1 We teach Sex Education in the context of the school's aims and values framework (See Curriculum Policy values statement.) 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 respectful, stable, loving relationships and family life;

- 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.

### 4 **ORGANISATION**

4.1 We teach Sex and Relationships Education through different aspects of the curriculum. While we carry out the main Sex and Relationship Education teaching in our Personal, Social and Health Education (PSHRE) curriculum; we also teach some Sex Education 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.

4.2 In PSHRE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell 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. These lessons are taught in single sex groupings with the children given the opportunity to ask questions about puberty. Parents are informed about the content of these lessons and discussions in the weeks before.

4.3 In Science lessons in both key stages, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

4.4 In Year 6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable 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 (as stated earlier in this policy).

4.5 We offer to liaise with parents and carers of children in Year 6 to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching. Kapow knowledge organisers are shared with parents at

the start of each new PSHRE unit. These documents outline the key concepts and vocabulary that will be discussed within the lessons.

## **5 THE ROLE OF PARENTS**

5.1 The school is well aware that the primary role in children's Sex and Relationship 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 the school's Sex and Relationship education policy and practice;
- answer any questions that parents may have about the Sex and Relationship education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Sex and Relationship education in the school;
- encourage parents to be involved in reviewing the school policy and making suggestions as to its modification, (which do not impinge on statutory guidance) 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.

5.2 Parents have the right to withdraw their child from the part of the sex education programme delivered in PSHRE that we teach in our school, but not from the statutory Science aspects of Sex Education. 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. Parents do not have the right to withdraw their child from any aspects of the school's Relationship Education.

## **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 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 sex education programme. Other people that can be called upon include local GPs, clergy, social workers and youth workers.

## **7 CONFIDENTIALITY**

7.1 Teachers conduct sex education 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. Any minor is considered a victim of abuse if they take part in sexual activity, with or without their consent. 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 or another designated Lead Officer in the school, if he is absent. The person informed will then deal with the matter in consultation with other professionals. (See also Child Protection Policy.)

## 8 THE ROLE OF THE HEADTEACHER

8.1 It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our Sex and Relationships Education 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.

8.2 The Headteacher liaises with external agencies regarding the school Sex and Relationships Education 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.

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

### **EQUALITY**

This policy applies equally to all children and in the same way as other education is differentiated, the needs of SEND children in their understanding of the curriculum, will be taken into account by teachers when planning their lessons. Schools must abide by the Equality Act 2010 and under the provision of this Act, schools must not unlawfully discriminate against pupils because of their sex, age, race, disability, religion, gender reassignment, pregnancy, or sexual orientation. We will aim to foster healthy and respectful peer to peer communication and provide an environment which challenges perceived limits on pupils based on gender or other characteristics. We will be responsive to issues such as sexism, misogyny, homophobia and gender stereotypes and build a culture where these are not tolerated.