



Relationships and Sex Education Policy

UN Convention on the Rights of the Child	
Article 19	You have the right to be protected from harm in any way.
Article 36	You have the right to be protected from being taken advantage of or exploited in any way.

Statutory requirements (Updated May 2021)

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

The Governors have decided that Sex Education **will** be taught at Cranford Park CE Primary School. In accordance with The 1996 Education Act, the Learning and Skills Act 2000 and the Government RSE Guidance 2020, we set out below our policy outlining the content and organisation of the sex education curriculum.

Aims and Objectives

Cranford Park CE Primary School believes that sex education in this school will be developmental and a foundation for further work in the secondary school.

Sex Education in this school will contribute to the requirement of the Education Reform Act 1988 that the school curriculum should be one which:

- reflects the Christian ethos of the School and demonstrates and encourages the following values:
 - acceptance and tolerance of individual differences.
 - respect for self
 - respect for others
 - responsibility for their own actions
 - responsibility for their own family, school and wider community
- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- provides a framework in which sensitive discussions can take place
- enables children to come to an understanding of their own bodies instincts and feelings in order to be prepared for puberty and to give them an understanding of sexual development and the importance of health and hygiene
- teaches pupils the correct vocabulary to describe themselves and their bodies
- promotes the development of positive self-esteem and self-confidence.
- creates a positive culture around the issues of sexuality and relationships

The school will work towards this aim in partnership with parents.

Sex Education will be taught within a context that stresses the complexity and values of caring human relationships and family life.

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Guidelines

Hampshire Guidelines for Sex Education in school is used as a framework for teaching and learning and will:

- provide information which is easy to understand and relevant
- appropriate to the age and maturity of the pupils
- include the development of communication and social skills
- encourage the exploration and clarification of values and attitudes.

Sex education will be taught in the context of relationships. Topics and themes will be repeated from year to year in greater depth taking account of the pupils' development and the spiral curriculum concept.

The content of the sex education has been drawn from the recommended LA materials.

The sequence for teaching sex education includes:-

Foundation Stage

- people in my life. What they do for me and what I do for them
- my moods - feeling happy, sad and so on
- loss and mourning - (e.g. a person, a pet)
- keeping safe - danger I might come up against. Saying NO
- my body and other people's bodies - similarities and differences
- the beginning of life - me, animals and plants
- growth in people, animals and plants
- ageing - how we know things are alive, dead, young and old

Key Stage One

- changes as we grow
- different types of families
- feelings in families (e.g. love, jealousy)
- what helps people to get on with each other (e.g. listening, sharing)
- what makes me happy
- what I like or don't like about other people
- keeping safe
- caring for myself - hygiene, sleep, exercise
- people who help me to care for myself
- inside my body - the functions of different parts

Key Stage Two

- feelings - things which make me happy, sad, embarrassed, scared and so on
- difficult situations - e.g. teasing, bullying
- keeping healthy - exercise, diet, the immune system and so on
- friendship - who our friends are, how we make and lose friends
- making decisions - influences on me
- keeping safe
- varied lifestyles in the class and community - differences in others and how we feel about differences.
- changes in my own body and in those of others.
- how babies begin and are born - how they grow
- decision making, risk taking
- feelings about the future (e.g. changing schools)
- families and how they behave - what members expect of each other
- celebrations of birth, christening, puberty, marriage and death in different cultures
- expressing feelings and how we do this; being assertive, not bullying
- differences and similarities in people
- sexuality - what is it and what words describe it
- body changes in me and others - why they are happening
- things that go into my body that help (e.g. good food and some drugs) and harm (e.g. some drugs, cigarette smoke, poisons)
- messages about health and sexuality from television, films and newspapers

Roles and responsibilities

The governing board

The governing board will hold the headteacher to account for the implementation of this policy. The governing board has delegated the approval of this policy to the Curriculum Committee.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 7).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Organisation

Class teachers deliver RSE through the school's PSHE and Science framework. Lessons will be taught in a

sensitive way by the class teacher. The school adopts an age-appropriate programme so that, for example, whilst children in the infant and lower juniors will be taught about feelings, health and relationships, Year 5 pupils will be taught specifically about puberty (including menstruation) and Year 6 pupils will explore these issues further and learn about human reproduction.

Resources used may include DVDs, quizzes or other activities followed by opportunities for discussion. Teaching methods will take account of the developmental differences of children and the potential for discussion on a small group or one-to-one basis. Guidelines will be established as to what is appropriate and inappropriate in a whole class setting. Teachers will endeavour to answer children's questions in an honest and sensitive manner. To ensure complete respect for each other, guidelines and 'ground rules' are made very clear to all teachers and pupils, which include no 'put downs' or reference to any individual person's relationships.

Answering Difficult Questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed individually later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the Headteacher if they are concerned.

Pupils' questions should be answered sensitively: due consideration should be given to any particular religious or cultural factors and to parents' wishes.

It is inappropriate for the teacher to respond to the whole class where a pupil's questions are particularly explicit and specific to personal needs and circumstances.

Parental Involvement and Rights

Before any Sex Education in Years 2, 3, 4, 5 and 6, parents will receive a letter containing an overview of the teaching content and will be invited to see any educational DVDs. At this stage they will be able to raise any concerns with the Headteacher or the class teacher. It is hoped that any anxieties will be allayed through discussion. However, parents have the right to withdraw their children from all, or part, of the RSE provided by the school except for those parts in the National Curriculum. Parents should notify the school in writing. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Children whose parents exercise the right to withdraw them from the RSE programme will work in another class during this time and alternative work will be given to them.

Copies of this policy are included in the school's prospectus and parents are notified of their right to withdraw their children from RSE, both in the prospectus and by letter in Years 2, 3, 4, 5 and 6.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Use of visitors

There are various people who can resource and support school based sex education. These people may include parents, the school nurse, health professionals. Contributions from outside speakers will be very much in line with school policy.

Child Protection Issues and Confidentiality

Any disclosures made to members of staff are directed to the designated Child Protection Officer (Head Teacher) who then makes the decision to inform further agencies where deemed necessary.

Confidential advice and support is made available to pupils requiring it.

Issue of Confidentiality

In accordance with the 1989 Children's Act as it applies to schools, we will operate a policy of not offering children confidentiality. Where we have a concern about any young person we will follow our Child Protection procedure.

Monitoring arrangements

The delivery of RSE is monitored by the PSHE subject manager, Headteacher and Governors through: planning scrutinies, work scrutinies, learning walks, drop-ins and discussions with staff, pupils and parents.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PSHE subject manager every 3 years or sooner if legislation changes.

At every review, the policy will be approved by the Curriculum Committee.

The Governing Body believes that fairness and consistency of judgement is essential to the operation of the school. All members of the school have equality of opportunity to achieve their full potential and will not be discriminated against because of age, disability, gender, sexual orientation, nationality, race, or religion. The Governing Body believes that the school always has to be aware of the potential for unconscious discrimination, to avoid assumptions about individual members of the school based on stereotypes and to use the teaching and learning arrangements actively to encourage everyone to achieve their full potential. All our policies are consistent with our duty of care to protect our pupils and to provide a learning environment that is safe and healthy. In all our dealings, we respect the strict code of confidentiality that underpins our school ethos.

Policy date: January 2019

Policy review: January 2022