

# Spalding Parish Church of England Day School

*We are a caring Christian Community built on Compassion,  
Trust, Friendship and Hope.*

## Relationship and Sex Education Policy



**Date of Policy:** July 2017

**Date of Review:** July 2019

**Adopted by Governing Body:** September 2017

**Signed by Chairman of Governors:** Katherine Wright

## 1) Introduction

“Sex and Relationships Education is lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life; stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.” (DFE July 2000)

At Spalding Parish Church of England Day School our children learn about relationships and sex from the very youngest age, even if we don't talk with them. Some of the things they learn are incorrect, confusing and frightening. In a world where sex is used to sell things from food to fast cars, and celebrities' lives become everyone's business, we should talk to our children to help them make sense of it all.

As well as this, in the UK we have the highest rates of teenage pregnancy in Western Europe. We also have high rates of sexually transmitted infections (STIs). Effective RSE does not encourage early sexual experimentation - but it does enable young people to mature, to build up their confidence and self-esteem and to understand the reasons for delaying sexual activity until they are ready.

## 2) Commitment to Learning

Parents and carers are the key people for their child's learning about relationships and sex and schools should always work in partnership with home. Parents and carers need to know that the school's RSE programme will complement their role and support them in the education of their child regarding relationships and sex. Spalding Parish Church of England Day School will ensure that parents' and carers' views are heard and that taught RSE is culturally appropriate and inclusive of all of our children.

## 3) Aims and Objectives

There are three main elements to the RSE programme at Spalding Parish Church of England Day School:

-  Gaining knowledge and understanding;
-  Developing positive attitudes and values;
-  Extending personal and social skills;

At Spalding Parish Church of England Day School we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate. The objectives of Relationship and Sex Education at SPCEDS are:

-  To enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future.
-  To teach our pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood.
-  To provide a supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationship to others.

#### 4) Relationship and Sex Education and the National Curriculum

##### Legal Requirements

Spalding Parish Church of England Day School has a statutory duty to teach the following as part of the National Curriculum Science Orders.

##### Key Stage 1

-  Notice that animals, including humans, have offspring which grow into adults  
(*Guidance – Children should be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.*)

##### 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

Parents do not have the right to withdraw their child/children from these above aspects of the Science curriculum.

#### 5) Approach

##### Foundation Stage

Children learn about the concept of male and female and about young animals. In on-going PSHE work, they develop skills to form friendships and think about relationships with others.

##### Key Stage 1

Through work in Science, children learn about the life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health.

In RE and Citizenship, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Children begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

##### Key Stage 2

In Science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction.

In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

The Relationship and Sex Education programme (RSE) is organised by the Science Leader, who currently has responsibility for delivering Science across the whole school, in collaboration with Phase Leaders. RSE lessons are delivered in Years 5 and 6, covering the following themes.

### **Year 5 & 6**

“Changes” - These sessions cover understanding the physical changes that take place over time as humans develop into old age. This will also include specific sessions on changes that occur in puberty, personal hygiene and menstruation.

“Reproduction” – These sessions cover finding out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals (but not humans).

“Human Reproduction” - These sessions will further explore the physical and emotional changes that take place to both boys and girls during puberty, including human reproduction. These sessions will explain how babies are made. They will show children how a baby develops in the womb and pregnancy. These sessions will emphasise the context of a stable and loving relationship.

Greater emphasis will be placed on the emotional changes that take place in puberty and on supporting children to understand where to seek advice and how to ensure they feel secure to meet some of the challenges they might face as they move on to secondary school e.g. coping with boy / girlfriend relationships, respecting personal space.

Class Teachers teach sessions related to relationships, linked to RE and Citizenship, whilst the Science Leader delivers the specific sex education element of the RSE programme. A range of teaching methods are which include use of video, discussion and looking at case studies. Resources to teach relationship and sex education include fiction, reference books, leaflets and extracts from videos.

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

Language – where appropriate, across school the correct language will be used to refer to body parts so that children have a common understanding of the language used.

The school will inform parents when aspects of the relationship and sex programme are being taught and will provide opportunities for parents to discuss the content of the lessons and to view the videos and resources being used, including an evening workshop to support working parents.

Parents have the right to withdraw their children from those aspects of relationship and sex education not included in the National Curriculum Science Orders - alternative work will be set. In practice this will largely only refer to the work undertaken in Years 5 and 6.

## **6) Confidentiality and Safeguarding**

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 or one which is beyond the Key Stage 2 objectives, provision will be made to meet the individual child's needs.

If questions are asked by children outside the RSE Programme, the teacher will use their discretion in answering them in an appropriate manner and at an appropriate and suitable time.

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. If such an incident occurs the member of staff will inform the Designated Child Protection person in line with the school's procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

## **7) Inclusion and Equality**

Every child – including those with protected characteristics (see Equality Policy) is entitled to receive RSE. 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.

For 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.

## **8) Monitoring and Review**

Monitoring the standards of children's work and the quality of teaching in RSE is the responsibility of the Science Subject Leader and Phase Leaders. These staff will also offer support and advice to colleagues in the teaching and learning of RSE. The Science Subject Leader will give the Head Teacher an annual summary report evaluating the strengths and weaknesses in this area and suggest further developments. The DVD shown to the children is also regularly reviewed.