



Epping Upland C of E School Relationships and Sex Education Policy

This policy will be reviewed in full by the Governing Body on a three yearly basis.

Last reviewed: April 2020



RELATIONSHIPS AND SEX EDUCATION POLICY EPPING UPLAND C.of E. PRIMARY

1 Introduction

1.1 We have based our school's Relationships and Sex Education policy on the Department for Education Relationship Education, Relationship and Sex Education and Health Education Statutory Guidance 2020.

1.2 In this policy, RSE is defined as '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'. RSE is part of the personal, social, health and economic education (PSHE) curriculum in our school. While we use RSE to inform children about sexual reproduction, 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.

2 Aims and objectives

- 2.1 Through the science and PSHE curriculum we teach children about:
- the physical development of their bodies as they grow into adults through the science curriculum
 - the way humans reproduce;
 - relationship issues;
 - respect for the views of other people;
- 2.2 In Year 6, in addition to the above we aim to teach the children about:
- sex education - sexual intercourse
 - respect for their own bodies and sexual activity in the context of a committed, long-term, and loving relationship.
 - moral questions including the legal age of consent

3 Context

3.1 We teach RSE in the context of the school's Christian aims and values framework. While Relationship and 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:

- RSE should be taught in the context of marriage and loving and respectful relationships and family life.
- RSE 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.- in what context ? (not sure what is meant by this)

4 Organisation

4.1 In PSHE under the guidance of the Relationship Education, Relationship and Sex Education (RSE) and Health Education 2020 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 children that male voices will change during puberty and we explain to the children about menstruation. We create a safe learning environment where we encourage the children to ask for help if they need it.

4.2 When teaching all aspects of PSHE it is important that the learning is accessible to all including pupils with SEND. We have a duty of care to prepare all our children for their future. We ensure our teaching is sensitive, age and developmentally appropriate

4.3 In science lessons at Key Stage 2, 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 as well as the guidance of the Relationship Education, Relationship and Sex Education (RSE) and Health Education 2020. In Key Stage 1 we teach children about how animals, including humans, how they 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 5 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the school nurse 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 females. We always teach this with due regard for the emotional development of the children.

5 The role of parents/carers

5.1 The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents and carers of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's RSE policy and practice, possibly through a parents' meeting;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school;
- engage with parents/carers when reviewing the school policy and making modifications to it as necessary;
- inform parents about the best practice known with regard to RSE, 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/carers have the right to withdraw their child from the Year 6 Sex Education aspect of the PSHE programme that we teach in our school (point 2.2). If a parent / carer wishes their child to be withdrawn from this aspect of RSE 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 or carers in this regard.

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 RSE programme. Other people that we call on include Epping Upland clergy, social workers and youth workers.

7 Confidentiality and Safeguarding

7.1 Teachers conduct RSE 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 safeguarding. 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, but not question, and record the conversation and follow the Safeguarding Procedure . If the teacher has

concerns, they will draw their concerns to the attention of the Headteacher as a matter of urgency who will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy / Safeguarding Policy)

8 The role of the Headteacher

- 8.1** It is the responsibility of the Headteacher to ensure that both staff, parents and carers are informed about our RSE policy, and that the policy is implemented effectively. It is also the Headteacher 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 and PSHE lead liaises with external agencies regarding the school RSE 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 its implementation.

9 Monitoring and review

- 9.1** The governing body monitors our RSE policy every three years and they will report their findings and recommendations, as necessary, if the policy needs modification. The governing body gives serious consideration to any comments from parents /carers about the RSE programme, and makes a record of all such comments.