

Kelvin Grove Primary School



Relationships and Sex Education Policy

2019-2020

Agreed at	<i>Achievement Committee</i>
Date	<i>28/01/2019</i>
Signed	
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Kelvin Grove Primary School

RELATIONSHIPS AND SEX EDUCATION POLICY

Context

At Kelvin Grove we refer to Sex and Relationships Education (SRE) as Relationships and Sex Education (RSE) as it is more representative of the content of the curriculum. Most of the material covered in the RSE programme focuses on relationships.

According to the 2000 DfEE guidance, Sex and Relationship Education (SRE) is:

‘... lifelong learning about physical, moral and emotional development. It is about the understanding of 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.’

Under the 1993 Education Act, Governors of maintained primary schools in England and Wales must ensure that where SRE is taught, it is supported by an SRE policy. The 2000 DfEE guidance also states that ‘all primary schools have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children.’

Research evaluations have found that good quality SRE can lead to positive health and behavioural outcomes. SRE that begins at a young age and builds to meet the needs of pupils as they grow older can positively contribute to fulfilling relationships and positive experiences later in life.



Article 6: Every child has the right to life. Governments must do all they can to make sure that children survive and develop to their full potential.

Definition

Relationships and sex education is a lifelong process whereby children and young people acquire knowledge, understanding and skills, and develop beliefs, attitudes and values about their sexuality and relationships within a moral and ethical framework. Relationships and sex education is not a means of promoting any form of sexual orientation.

Sex and relationships education will be delivered through the school's PSHE (Personal, Social and Health Education) framework which reflects the school's ethos and encourage an exploration of morals, values and attitudes.

Aims and Objectives

The following principles underpin the development of the school's policy:

- Relationships and sex education is one element of the school's health education programme, and should be viewed within the health-promoting ethos of the school.
- Relationships and sex education should contribute to the physical, emotional, moral and spiritual development of all young people within the context of today's society.
- Education about sexuality and relationships should reflect the cultural, ethnic and religious influences within the home, the school and the community.
- Relationships and sex education should be non-discriminatory and sensitive to the diverse backgrounds and needs of all young people. To educate against ignorance, sexism and prejudice and promote equal opportunity.

- Relationships and sex education provides opportunities to explore family life, especially different family structures and the implication of being a parent.
- Relationships and sex education develops in pupils' an understanding of and pride in their own bodies, accepting variations in rates of growth, assisting in adjustment to changes and reassurance that this is part of the cycle of life.
- Relationships and sex education starts informally at an early stage with parents and carers, and continues through to adulthood both within the home and at all stages of school life.

The key aims of relationships and sex education are to:

- Provide pupils with accurate and relevant information about the physical and emotional changes they will experience throughout their formative years and into adulthood;
- Develop understanding about the way human beings reproduce;
- Establish an awareness of the importance of stable family life and relationships, including the responsibilities of parenthood and marriage;
- Provide opportunities for pupils to develop personal and interpersonal skills that will enable them to make and maintain appropriate relationships within the family, with friends and within the wider community;
- Enable pupils to develop and reflect upon their beliefs, attitudes and values in relation to themselves and others within the school and community;
- Foster self-awareness and self-esteem and a sense of responsibility and respect for themselves and others;
- Provide opportunities for young people to consider and reflect upon the range of attitudes to gender, sexuality and sexual orientation, relationships and family life;
- Raise awareness of inappropriate relationships (sex abuse) and what pupils should do if they are worried about any sexual matters.

Organisation

Kelvin Grove Primary School has a relationship and sex education programme tailored to the age, physical and emotional maturity of the children. The school delivers Relationships and Sex Education through different aspects of the curriculum with specific reference to Science and the PSHE schemes of work.



Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Planning and Teaching RSE

Opportunities exist throughout the curriculum for promoting RSE, however at times some lessons, will be dedicated specifically to the subject. When these lessons take place, all parents/ carers will be informed through a letter home.

Delivery

RSE needs to be delivered in a safe, secure and supportive learning environment.

It is essential that clear ground rules are negotiated with pupils and young people regarding confidentiality, rights to privacy and respect and boundaries. Young people should be actively encouraged to participate in their own learning and to question and think critically.

RSE will be taught in a moral and values framework, which focuses on the following aspects:

- Self-respect;
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality;
- Taking account of other people's feelings;
- Mutual support and co-operation;
- Truthfulness and honesty;
- Accepting responsibility for the consequence of our own actions;
- The right of people to hold their own views;
- Not imposing our own views on other people;
- Not infringing the rights of other people;
- The right not to be abused by other people or be taken advantage of;
- The right of people to follow their own sexuality within legal parameters;
- A responsibility to develop relationships, including sexual relationships, based on mutual consent rather than coercion;
- The right to accurate information about sex-related issues;
- An entitlement to an appropriate and balanced RSE;
- The right to access helping services.

Teaching Methods

Active learning methods which involve pupil's full participation will be used

Role play and discussion

Theatre groups and outside speakers

Videos and follow up discussion

Single gender groups will be used as deemed appropriate and relevant

The school leads the programme but outside visitors have a role to play. There is a school protocol for involving outside visitors.

There are various people who can resource and support school based relationships and sex education. These people will include the school nurse and health professionals.

Teachers also need to ensure that the resources they use are relevant, up to date and appropriate in order to meet the needs of the people in its care.



Article 17: Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them.

Confidentiality

Wherever possible, teachers should make clear to pupils where the boundaries of confidentiality lie before pupils make personal disclosures.

Teachers are contractually bound to disclose information about physical or sexual abuse of children and young people to their designated child protection member of staff and/or Social Services.

The following will help to establish clear boundaries for confidentiality between pupils and teachers:

- Using ground rules in lessons;
- Reassuring pupils that their best interests will be maintained;
- Encouraging pupils to talk to their parents or carers and giving them support to do so;
- Ensuring that pupils know that teachers cannot offer unconditional confidentiality;

- Reassuring them that if confidentiality has to be broken, they will be informed first and then supported as appropriate;
- If there is any possibility of abuse, following the school's child protection policy/procedure;
- Making sure that pupils are informed of sources of confidential help, for example, the school safeguarding lead, GP or local young person's advice service.

Please also refer to the school's Confidentiality Policy.



Article 3: The best interests of the child must be a top priority in all things that affect children.

Sexuality

RSE should include discussion of sexuality in a sensitive manner. Discussion of relationships should not be solely about heterosexual relationships and the word 'partner' will be used. It is important to encourage tolerance and understanding and not demean or encourage prejudice against people whose sexuality is not shared by the majority.

Challenging sexism and homophobia should form part of the school's approach to equal opportunities.



Article 2: The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from

Answering difficult questions

Sometimes a 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 PSHE Co-ordinator and Headteacher if they are concerned.

Working with Parents

Kelvin Grove is committed to working with parents. Under the Education Act 1993 pupils can be withdrawn by their parents from part of sex education that is outside the compulsory elements of sex education contained in the science National Curriculum. Parents do not have to give reasons for withdrawing their children, but will be made aware of the implications of this. Parents wanting to exercise this right are invited to see the PSHE Co-ordinator.

The home is normally the best place for educating children about human reproduction as parents are often well placed to answer questions naturally as they arise. The school works towards this in partnership with parents. Parents with any concerns are always welcome to discuss them with the the child's class teacher and PSHE Co-ordinator.

General resource material is available for parents to view on request.



Article 5: We must respect the rights and responsibilities of parents/carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

Celebration of achievement – assessment, recording and reporting

As with any learning process assessment of pupils' personal, social and emotional development is important. It provides information which indicates pupils' progress and achievement and informs the development of the programme.

Pupils do not pass or fail within this area but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on pupils' self-awareness and self-esteem. We do not assess pupils in all areas of the PSHE programme however opportunities for pupils to reflect on their progress are identified. It is inappropriate to assess pupils' values.

Procedures for policy monitoring and evaluation

The PSHE Co-ordinator undertakes monitoring of planning and delivery of Relationship and Sex Education. The policy will be reviewed annually using a consultative process which identifies teachers', pupils' and parents' feedback on the programme.

Questionnaires will form a central part of the review.

Dissemination and Review

The policy will be available on the school website.

Links to Other Policies

This policy should be read in collaboration with policies on:

PSHE
Child Protection
Confidentiality
Science
Anti-bullying
Drugs
SEN

The whole school community shares a responsibility in the successful implementation of this policy