



## All Saints' C of E Primary School, Ilkley

### Relationships and Sex Education Policy

The DfE publication 'Sex and Relationship Education Guidance' 0116/2000, is still the advice that is being referred to and states that every school is required to have a Sex and Relationship Education policy (SRE) as part of its Personal, Social and Health Education (PSHE) Framework. It is important that the policy is owned and implemented by staff, governors, parents and pupils, and that it reflects their views. It must be made available to parents for inspection.

RSE 'is a 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.' (SRE Guidance DfE 0116/2000).

#### **Rationale**

Effective RSE is essential if young people are to make responsible and well-informed decisions about their lives through their physical, emotional and moral development. It will help them move with confidence from childhood to adolescence and eventually into adulthood. If they are to develop good relationships they need to understand themselves – their feelings, motivations, beliefs and values - and to realise that other individuals are equally as complex as themselves and deserve respect.

RSE, within the PSHE framework, will help pupils to develop the skills and understanding they need to live confident, healthy and independent lives through its three main elements –

1. Attitudes and values
2. Personal and social skills
3. Knowledge and understanding.

#### **Aims**

1. To develop a positive sense of awe and wonder and affirm the uniqueness of 'our self'; promoting feelings of self-esteem and self-respect.
2. To develop respect for others through informed appreciation of people's beliefs, attitudes and values, thus encouraging empathy.
3. To provide a caring, non-threatening and supportive environment that is sensitive to individual needs.
4. To provide knowledge and understanding about how the body works, the biological aspects of human development, including reproduction, and how to keep safe and healthy.
5. To enable young people to accept the emotional and physical changes that take place throughout life and discuss their concerns.
6. To nurture skills in order to make informed choices and decisions about behaviour and relationships, including the ability to express emotions appropriately.
7. To understand that actions have consequences and to be prepared to accept responsibility for those consequences.
8. To raise awareness of our shared responsibilities within all relationships.

#### **Objectives**

1. RSE is to be delivered through Bradford's Spiral Curriculum for PSHE and the National Curriculum (Science, RE), as part of a graduated, age-appropriate programme.
2. Staff must feel confident in their skills to deliver RSE and may require support and training, possibly by outside agencies or speakers.

3. RSE must develop meaningful discussions about feelings and relationships and avoid an overly reproductive focus.
4. We must focus equally on boys as much as girls.
5. During the transition year before the onset of puberty, we deliver a specific programme of RSE and continue to support pupils' ongoing emotional and physical development. The first session covering puberty will be delivered separately to Year 5/6 girls prior to their residential visit.
6. Parents must be informed and consulted about the detailed content of what will be taught.
7. We must have clear parameters on what will be taught in the transition year. This should include:
  - a) changes in the body related to puberty, such as periods and voice breaking;
  - b) when these changes are likely to happen, what may cause pupils' anxiety and how they can deal with these;
  - c) how a baby is conceived and born.
8. Parents have a right to withdraw their children from all or part of RSE, except for those parts included in the statutory National Curriculum (see appendix).
9. Children with Special Needs and Learning Difficulties must be included in RSE but their learning will need to be individualised.  
It is noted that SEN children are particularly vulnerable to abuse and exploitation. Hence the RSE is very important to such children's well-being.
10. People from the wider community, eg nurses, to be used for the development and implementation of the RSE programme. They have specific up-to-date knowledge and can provide advice and support.  
**N.B.** Health professionals, eg School Nurse, will follow NHS policy and procedures in respect of any disclosure made by a child to them personally. When questioned by children, health professionals should stay within the remit of this policy, ie exercise the right to refuse to answer inappropriate questions.

### ***Guidelines***

1. Teachers need to be aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a child protection issue and the School Policy needs to be followed.
2. Teachers can use a range of strategies to help children develop confidence in talking, listening and thinking about sex and relationships –
  - a) by establishing ground rules
  - b) by introducing distancing techniques
  - c) by knowing how to deal with questions, including personal ones
  - d) by making good use of discussion
  - e) by encouraging reflection.
3. There should be collaboration between teachers and parents of special needs children. This will aid reinforcement and tailoring the SRP to the less able and more vulnerable in society.

### ***Monitoring and Evaluation of the Policy***

The PSHE Co-ordinator will need to work in partnership with the staff, governors, parents and children to evaluate the RSE policy as an ongoing programme.

Approved by Staff and Governors: Spring 2016

To be reviewed: Spring 2020

**National Curriculum Science  
(extracts)**

<i>Key Stage 1</i>	That animals including humans, move, feed, grow, use their senses and reproduce
	To recognise and compare the main external parts of the bodies of humans
	That humans and animals can produce offspring and these grow into adults
	Describe the basic needs of humans and animals
	To recognise similarities and differences between themselves and others and treat others with sensitivity
<i>Key Stage 2</i>	That the life processes common to humans and other animals include nutrition, growth and reproduction
	About the main stages of the human life cycle

**Whole School Spiral PSHE Curriculum  
(Social, Emotional Aspects of Learning- SEAL)**

New beginnings  
Getting on and falling out  
Good to be me  
Relationships  
Going for gold  
Changes