



Roman Road Primary School

Relationship Sex and Health Education

Policy

Approved by:
Parent/Carer consultation
Last review:
Next review:

Governing Body
July 2021
September 2020
July 2022

Date: June/July 2021

The Ethos of the School

The school's ethos is to provide a stimulating and caring environment in which each child may experience high standards of education and preparation for the future, working in partnership with parents and the local community. The policy for Sex and Relationship Education is written in accordance with this ethos.

Moral & Values Framework

The children come from a varied cross section of the local community and represent different social ethnic and religious values, beliefs and customs. The Sex and Relationship Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. In its implementation, it will draw from the practical experiences of those who represent the various religious and philosophical groups within the local community. The Sex and Relationship Education Policy will be complimentary with the Religious Policy of the school.

Statutory requirements

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](#).

At Roman Road Primary School we teach RSE as set out in this policy.

Components of Sex Education

Specific Objectives

Sex education contains three essential components:

1. Knowledge - learning of information, which is appropriate to children's lives and development.
2. Values and attitudes - exploration of values and attitudes to enable children to separate fact from fiction and to be able to make informed choices without prejudices.
3. Skills - development and practice of skills of communication and interpersonal relationships.

Aims and Objectives

- To reassure children of their value and self-worth including aspects of dignity, self respect and self-restraint
- To nurture a responsible attitude towards personal relationships including aspects of mutual respect and care to develop sensitivity towards the needs of others encompassing fidelity and loyalty.
- To provide knowledge of loving relationships
- To provide knowledge of human reproductive processes.
- To inform children on matters of personal hygiene and related health issues.
- To encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour.
- To educate against discrimination and prejudice.
- To empower children to make informed choices about sex.
 - To know mental health is as important as physical health
 - To know safe on-line relationships
 - To know about being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

This will support the following school policies:

- Equal Opportunities Policy
- Safeguarding
- E.C.M
- School Discipline Policy
- Statement of School Philosophy, Aims and Objectives
- The Health and Safety Policy
- Child Protection Policy

Guidelines to practice.

Most of the Sex and Relationship Education curriculum will be taught on a cross curricular basis. Many of the issues are covered by the national curriculum science syllabus and are therefore already in place in both key stages. It will be left to the class teacher to decide whether it is best to teach the class as a whole or in groups.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

In Y6 pupils also receive stand-alone sex education sessions delivered by a trained health professional (school nurses) to those children who have parental permission. After the visit there will be some follow up work done in class.

If during school a child asks a teacher a question related to Sex and Relationship Education then the teacher will endeavour to answer the question to the best of their ability. If the teacher feels that the question is inappropriate to the level of the child's development then the parent will be contacted in order to deal with the situation.

The Sex and Relationship Education programme will have continuity and progression from nursery through to Year 6 dealing with a wide variety of issues.

Withdrawing children from Sex and Relationship Education

Parents cannot withdraw their children from relationships education.

Although we believe that it is in the child's best interest to attend all Sex and Relationship Education issues it is the right of the parent or guardian to withdraw their child from some parts of the scheme. Any part of the scheme, which is covered, be National Curriculum Science is compulsory by law and children will receive their education during normal science lessons. This element of the Sex and Relationship Education can be found in the science scheme of work. If a parent or guardian does not wish their child to receive any further Sex and Relationship Education, then it is their responsibility to inform the school via the class teacher and the head teacher. During Year 6 a letter will be sent, informing parents that a puberty talk will be taking place. Those parents wishing to withdraw their child from those parts of the Sex and Relationship Education that are not part of the NC Science Curriculum, should inform the school as above.

Confidentiality

The school makes it clear to pupils and parents that the teachers cannot offer or guarantee absolute confidentiality. Any exceptional issues will be referred to under the child protection procedures.

Equal Opportunities

In support of the equal opportunities policy all Roman Road pupils regardless of age, ability, sex or race will have the same opportunities to benefit from the Sex and Relationship Education resources and teaching methods.

The governing body

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

The head teacher

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.

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

Schemes of Work

By the end of Key Stage 1 pupils will be taught

- That humans move, feed, grow and use their senses and reproduce
- To name the main external parts of the body
- That human can produce babies and these babies grow into children, then into adults
- To understand what is meant by 'relationships' within families, between friends and in the community
- To know how children develop from birth to 5+
- To be able to keep safe and use basic safety procedures

By the end of Key Stage 2 children will be taught

- That there are life processes including growth and reproduction common to all animals including humans
- The main stages of the human life cycle
- To know how to make simple choices and exercise some basic techniques for resisting pressure from friends and others
- To know about the needs of the old/ill and understand what happens with death
- To respect other people's feelings and emotions
- To understand that mental wellbeing is a normal part of daily life, in the same way as physical health
- To know how to consider the effect of their online actions on others and how to recognise and display respectful behaviour online and the importance of keeping personal information private
- To understand the meaning of friendship and loyalty and begin to develop skills needed to form relationships.

Specific to Year 6

- To begin to know about and have some understanding of the physical, social and emotional changes which take place at puberty
- To know and understand how changes at puberty affect the body in relation to hygiene
- To know the basic biology of human reproduction

Monitoring arrangements

The delivery of RSE is monitored by Miss Jeffries/HT/SLT through: planning/ work scrutiniies/learning walks/pupil voice

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

This policy will be reviewed by Miss Jeffries/HT/SLT annually. At every review, the policy will be approved by the governing body