

ARKHOLME CHURCH OF ENGLAND PRIMARY SCHOOL



RELATIONSHIPS and SEX EDUCATION

Read and Noted by:

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A Policy for Relationship and Sex Education

INTRODUCTION

The greatest commandment Jesus taught was to love God and to love your neighbour. Within this commandment is the foundation of the Christian view of relationships. At Arkholme Church of England School our relationship education seeks to live out this command and explore how we can 'love our neighbour' through what we say and do. Our school focusses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other whether within a friendship, family relationship or romantic relationship.

Our school seeks to enable children to develop through an inclusive programme of teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and well-being.

WHAT IS RELATIONSHIPS EDUCATION ?

Relationships Education is the programme of work that forms part of the basic curriculum. It covers all types of relationships including online, peer to peer, family and carer relationships. It also covers respect for others and staying safe. By the end of Primary School pupils will have covered aspects of learning about:

Families and friendships

Safe relationships

Respecting ourselves and others, and

Online Relationships

WHAT IS SEX EDUCATION ?

Sex Education is a programme of work that covers romantic relationships, sexual health, contraception, naming parts of their body and describe how their bodies work.

Health Education ([See Personal, social and Health Education Policy](#)) is a programme of teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco.

[Human reproduction is also covered within our Science curriculum \(see Science Policy\)](#)

Statutory requirements

This school complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education, Sex Education (RSE) and Health Education

Right to be excused from sex education

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE.

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of the withdrawal request will be placed in the pupil's educational record. The Headteacher may arrange a meeting to discuss the request with parents and, where appropriate the child, and take appropriate action.

Parents **cannot** withdraw their child from any part of **Relationship** Education as this now forms part of the basic curriculum and is a **requirement** of the government's statutory guidance.

AIMS AND OBJECTIVES OF RELATIONSHIP AND SEX EDUCATION

Sex and Relationship Education within Arkholme School aims to provide opportunities for children to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become active and well informed young citizens, by promoting the spiritual, moral, social, cultural, mental and physical development of children. The teaching of SRE is:

- To ensure Sex and Relationships Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development.
- To enable pupils to understand the qualities of healthy relationships based on Christian principles, including the importance of marriage and lifelong commitments as a basis for sexual relationship.
- To prepare children for healthy relationships in an online world.
- To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- Create a positive culture around issues of sexuality and relationship.
- To ensure that all understand the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes which exploit others and do not reflect Christian values.
- To know how to 'love your neighbour' even when we might disagree.

TEACHING AND LEARNING IN RELATIONSHIP AND SEX EDUCATION

A variety of teaching and learning activities will be used for Sex Education activities including direct teaching, listening to visitors, using question boxes, sharing video clips, paired and group discussion, individual reflection, worksheets and other practical activities. Visitors such as the School Nurse have a very valuable "expert" contribution to make, while the teacher retains control of content and learning outcomes.

A clear focus is needed for lesson planning and children need opportunities to reflect on and apply their learning, as in all areas of the curriculum. Assessment of knowledge and understanding as well as pupil attitudes is key to evaluating the success of the activities.

Ground Rules are essential to set clear parameters, and to encourage participation and safe involvement (See Appendix 1). Privacy will be protected by the use of distancing techniques to depersonalise discussions. This will help to create a climate that encourages pupils to express their views and feelings and to respect the views of others.

Questions will always be acknowledged, but must fall within the Ground Rules, and they do not always have to be answered directly. There may be occasions when it is not appropriate that they are answered directly during a session, and they can be addressed individually later, referred back to parents, or answered only in part.

The range of learning outcomes will be reinforced through the use of Circle Time, PSHE curriculum time, Philosophy sessions and Assembly themes as well as structured lessons that make up each unit.

As in all areas of the curriculum, teachers are responsible for Inclusion through the planning and differentiation of activities so that the needs of all learners will be met, and all children will be given access to the learning objectives.

The usual method of delivery will be in mixed gender, whole class sessions but there will also be planned opportunities for older children to learn in single gender groups to cover specific issues where appropriate and relevant.

CURRICULUM CONTENT

In EYFS,

- Knowing the correct names for the main external parts of the body
- Relationships – what is a family
- Personal hygiene
- Knowing that parts of our bodies are private but there are still some things we need help with
- That we grow and change

In Key Stage 1, the focus will be on children being able to understand the importance of:

- Self esteem
- The concept of growth and change
- Showing respect
- Relationships – family, friends; understanding others and respecting difference
- Feelings
- Making safe choices – saying no, when/ if ever to keep a secret, when to tell
- Knowing places that are safe and where to go for help
- Knowing that we have rights over our own bodies.
- Knowing the correct names for the main external parts of the body

At Key Stage 2 children will build on this, and by the end of Year 6,

Children will be able to:

- Express opinions, for example about relationships and bullying
- Listen to, and support others
- Respect other people's viewpoints and beliefs
- Recognise their changing emotions with friends and family and be able to express their feelings positively
- Identify adults they can trust and who they can ask for help
- Be self-confident in a wide range of new situations, such as seeking new friends
- Form opinions that they can articulate to a variety of audiences
- Recognise their own worth and identify positive things about themselves
- See things from other people's viewpoints, for example their peers, parents and carers
- Discuss moral questions
- Listen to, support their friends and manage friendship problems
- Recognise and challenge stereotypes, for example in relation to gender, sexual orientation,
- Recognise the pressure of unwanted physical contact, and know ways of resisting it

Children will know and understand:

- *That the life processes common to humans and other animals include growth and reproduction*
- *About the main stages of the human life cycle*
- That safe routines can stop the spread of viruses
- About the physical changes that take place at puberty, why they happen and how to manage them
- The anatomical names for the sexual organs e.g. penis, vulva, vagina, testes,
- The many relationships in which they are all involved
- Where individuals, families and groups can find help
- How the media impact on forming attitudes
- About keeping themselves safe when involved with risky activities
- That their actions have consequences and be able to anticipate the results of them
- About different forms of bullying and the feelings of both bullies and victims
- Why being different can provoke bullying and know why this is unacceptable
- About, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together

Children will have considered:

- The diversity of lifestyles
- Others' points of view including their parents and carers
- Why being different can provoke bullying and why this is unacceptable
- When it is appropriate to take a risk and when to say no and seek help
- The diversity of values and customs in the school and in the community
- The need for trust and love in established relationships

PARTNERSHIP WITH PARENTS

Arkholme Church of England Primary School is committed to working with parents. Before Sex Education is delivered in Years 5 and 6, parents are provided with an opportunity to discuss any concerns or issues with the class teacher or Headteacher. SRE materials can also be made available to parents who may wish to supplement learning at school with further activity at home.

Under the terms of the Education Act 1993, children can be withdrawn by their parents from those parts of SRE lessons that are outside the compulsory elements of sex education contained in the National Curriculum for Science. Parents wishing to exercise this right are invited to contact the Headteacher who will explore the concerns of parents and the possibilities of adjusting the programme, and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in Sex Education until the request has been removed.

CONFIDENTIALITY AND SAFEGUARING /CHILD PROTECTION

As a general rule a child's confidentiality will be maintained by the teacher or member of staff concerned. However, an adult cannot guarantee confidentiality if they believe that a child is at risk or in danger, as they are then obliged to talk to the Headteacher responsible for Child Protection, who will then follow the school's published Safeguarding and Child Protection Policy. The child concerned will be informed that confidentiality is being breached and the reasons why. The child will be supported by the teacher throughout the process. Copies of the Safeguarding and Child Protection Policy are available on request.

STAFF SUPPORT & TRAINING

All teaching, non-teaching and support staff will be made aware of the RSE Policy. Opportunities will be sought for RSE training as necessary for staff. Staff will be made aware of training opportunities by the Headteacher; key learning will be fed back to staff through staff meetings and consultation.

SANITARY PROVISION

Sanitary facilities are available in the KS2 staff toilet which is open to children as necessary, and where a supply of sanitary towels is kept available at all times.

ASSESSMENT, MONITORING, EVALUATION AND REVIEW OF RELATIONSHIP AND SEX EDUCATION

Teachers are responsible for the assessment of children against stated learning objectives. Elements of RSE in the Science curriculum will be assessed in line with the school's Assessment and Record Keeping Policy.

The Headteacher will monitor the delivery of RSE through scrutiny of planning, children's work and classroom observations. Any issues will be reported to the Governing Body.

Staff will evaluate and review the programme of Relationship and Sex Education as part of the process of Policy Review, in conjunction with the Governing Body.

Children will evaluate the effectiveness of the programme through discussion and use of a questionnaire on completion of the Sex Education units in Years 5/6.

SRE RESOURCES

BBC Growing up DVD and Resource pack
Channel 4 DVD Living and Growing

FURTHER GUIDANCE

Sex and Relationship Education Guidance: DfE 2000
Sex Education Forum website www.ncb.org.uk/sef
Sex Education Forum helpline 020 7843 6052

ASSOCIATED SCHOOL DOCUMENTS

This policy is linked to and consistent with the following school documents:

PSHE Policy

Safeguarding and Child Protection Policy

Science Policy

February 2013

Reviewed: February 2016

Reviewed: February 2019

Reviewed: November 2018

Reviewed: September 2020 (to reflect new DfE guidance) and December (to reflect Parent Survey)

Next Review: December 2023

APPENDIX 1

GROUND RULES FOR “GROWING UP” SESSIONS

We respect anonymity

We respect difference of opinion

We respect the choices of others

It's OK to ask if we don't know

We can use the question box if we want to

We respect the questions of others

We use scientific names if we know them