



# Chandlers Field Primary School

## Relationship and Sex Education Policy

**Policy Date: Autumn Term 2023**

**Policy Type: Statutory**

**Review cycle: Annually**

## Relationship and Sex Education Policy

### 1. INTRODUCTION

The school's Relationships and Sex Education policy is based on the DFEE guidance document 'Relationships and Sex Education Guidance (ref: DFEE 0116/2000), which encapsulates the best relationships and sex education teaching and forms the basis of many schools' relationships and sex education policies. The guidance defines relationships and sex education 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 relationships, sex, sexuality and sexual health.'

Relationships and Sex Education plays an important part in fulfilling the statutory duties all schools have to meet. As section 2.1 of the National Curriculum framework (DfE, 2013) states: 'Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.'

At Chandlers Field School, Relationships and Sex education is part of the personal, social and health education curriculum. While we use relationships and sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility. We acknowledge that there are a wide variety of home experiences and situations and that children and their families have a right to privacy, respect and acceptance. The school's approach is non-judgemental and respectful. However, whilst recognising the diversity of family backgrounds, it is still possible to promote the view in which a sexual relationship is an integral part of the life of a stable, loving couple.

'Relationships and Sex Education will always be delivered in a manner appropriate to the age and development of the individual child'

### 2. AIMS

- To complement and support the work of parents.
- Prepare children to cope with the physical and emotional challenges of growing up.
- Give children an elementary understanding of human reproduction.
- Support the personal and social development of all children.
- Offer factual information appropriate to the age and maturity of the children, acknowledging the moral and ethical issues involved.

### 3. OBJECTIVES

- To discover what children know, understand, think and feel and to identify their needs.
- Offer progressive and differentiated learning which caters for the needs of children, which is sensitive to the needs of individuals and groups.
- Encourage unembarrassed acceptance of sexuality by providing appropriate vocabulary for parts of the body and encouraging positive attitudes to all bodily functions.
- Generate an atmosphere where questions and discussions on sexual matters can be discussed without embarrassment.
- Counteract misunderstanding of how the body functions.
- Promote a positive view of body image, enabling children to accept variation in rates of growth and development (physical, social and emotional) and the ages when puberty or sexual activities commence.
- Provide constant reassurance that change is part of the life cycle and support children through these changes.
- Recognise the value of loving and caring relationships.

#### **4. CURRICULUM CONTENT**

The teaching of all relationship and sex education is set within a clear, balanced, sensitive and moral framework. Children are encouraged to consider the importance of respect, acceptance of responsibility, sensitivity, self-esteem, dignity, self-restraint, loyalty and fidelity.

##### **Safeguarding**

Children will be taught the correct anatomical vocabulary for the parts of the body throughout the school.

##### **Strategies**

- To enable all children to access the curriculum we will use a range of teaching approaches.
- Children will build knowledge and have the opportunity to discuss issues openly.
- Children will work in groups enabling them to develop personal and social skills, exchange ideas and express attitudes.
- A safe learning environment will be established in order for the children to participate fully. Therefore, careful consideration will be given to the size and composition of groups, along with the establishment of negotiated ground rules. Some aspects of relationships and sex education may be taught in single-sex groups.

##### **Parents**

While the education of children on relationships and sexual matters is primarily the right and duty of the parents, the school accepts its responsibility to provide relationships and sex education for all children. Relationships and sex education teaching is, therefore, complementary to and supportive of the role of parents.

Parents have the right to withdraw their children from relationship and sex education lessons, but not from those elements that form part of the National Curriculum Science Order (see appendix 1). Parents will be notified, in writing, in advance of lessons taking place and given the opportunity to view and discuss the materials used.

##### **Responding to Children's Questions**

During lessons on relationship and sex education the children may ask questions about topics which are not specifically taught as part of the planned programme. These topics might include contraception, sexually transmitted diseases, homosexuality, abortion, rape, etc. Teachers will answer questions factually, giving details appropriate to the age and maturity of the children, but always being guided by the axiom that if a child is mature enough to formulate the question they are mature enough to understand the answer. Guided by this and their knowledge of the child teachers will decide whether to:

- Answer the question immediately, within the group setting.
- Speak to the child individually, once the class has been dismissed.
- Contact the child's parents.
- Deal with the question in accordance with the school Child Protection Policy because there is a child protection issue.

Staff should be clear about what the child wants to know and the reasons why, as this will give an indication of their level of understanding. If the member of staff feels uncomfortable answering the question, it should be referred to the head teacher, a deputy head teacher or the class teacher.

Under no circumstances should staff promise confidentiality. If a child protection issue comes to light it has to be reported in accordance with the Child Protection Policy.

### **Use of Visitors**

Where visitors are used to support the provision of relationships and sex education, e.g. the school nurse, the teacher must ensure that:

- A preliminary meeting has taken place to ensure appropriate consent.
- Visitors know and understand the content of this policy.
- The needs of individuals within the group are met.
- Teachers are present.
- Children are fully briefed and prepared before the visit takes place.
- Visitors have experience of both Relationship and Sex Education and working with children.

Visitors will only be used when they can offer something specific and useful, which teachers cannot.

### **Resources**

- Books, television and DVD programmes may be used to support the curriculum.

### **Assessment and Record Keeping**

- Short, medium and long term planning documents must show the knowledge covered by the schemes of work, based on the school Relationships and Sex Education Policy and overview.
- Older children will be encouraged to reflect on, evaluate and feedback on relationships and sex education, as appropriate.

### **Equal Opportunities**

Unless specifically withdrawn from this provision by parents, children will have equal access of relationships and sex education. Care will be given to ensure sensitivity is shown towards children whose maturity, experience of family life, sexual knowledge and moral framework is a cause for concern. We will ensure that all children with SEN have equal access to the relationships and sex education curriculum.

## **5. MONITORING THE POLICY**

The Chandlers Field Sex Education and Relationships Policy was written in January 2007 in consultation with staff, parents and governors. It has been reviewed in line with current best practise and has now been renamed as the 'Relationships and Sex Education Policy.'

Please refer to **Appendix 1**.

## **Appendix 1**

### **Required Content, as set down in the National Curriculum**

#### **Both Key Stages:**

Children should relate their understanding of science to their personal health.

#### **At Key Stage 1:**

Children will be taught:

- That humans produce babies and that these grow into children, then adults.
- How to keep healthy in terms of food, water and exercise, the role of drugs and medicines and the names of external body parts.

#### **At Key Stage 2:**

Children will be taught:

- There are life processes including nutrition, movement, growth and reproduction common to animals, including humans.
- The main stages of the human life cycle.