



**Relationship and Sex Education Policy**

Date created: 4<sup>th</sup> May 2018

Date ratified: 7<sup>th</sup> June 2018

Signed:

Chair of Governors

Signed:

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Headteacher

Date reviewed:

Name of reviewer:

## **Statement of intent**

At St Giles', we understand the importance of educating pupils about sex and relationships, in order for pupils to make responsible and well-informed decisions in their lives.

The DfE's guidance, 'Sex and Relationship Education Guidance', defines this programme as: "Learning about physical, moral and emotional development; understanding 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 health."

The National Curriculum Guidance 5, states that sex education provides, 'an understanding that positive, caring environments are essential for the development of a positive self-image and that individuals are in charge of, and responsible for their own bodies.' It provides knowledge about the processes of reproduction and the nature of sexuality and relationships. It encourages the acquisition of skills and attitudes which allow pupils to manage their relationships in a responsible and healthy manner.

## **Aims and objectives**

The relationship and sex education programme is an opportunity for pupils to:

- Develop a range of appropriate personal skills.
- Develop an understanding of sex, sexuality and relationships.

The aims will be achieved through developing an understanding of:

- A range of values and moral issues including the importance of family life.
- The biological facts related to human growth and development, including reproduction.
- The importance of healthy relationships.

## 1. Legislation

- 1.1 This policy will be compliant with the following guidance:
- DfE 'Sex and Relationship Education Guidance' 2000
  - DfE 'Science programmes of study: key stages 1 and 2' 2013

## 2. Organisation of the programme

- 2.1 The sex and relationship education programme will be developed in conjunction with the views of teachers, pupils and parents by the PSHE coordinator, in accordance with DfE recommendations.
- 2.2 The majority of the programme will be delivered through the personal, social, health and economic (PSHE) education, with other statutory aspects taught via the science and PE curriculum.
- 2.3 At key stage 1 and key stage 2, the topics are broken down into specific areas that will be taught appropriate to pupils' ages.
- 2.4 Elements of the topics for key stage 1 and 2 are statutory in accordance with the [science national curriculum](#) and therefore must be taught. Other areas, which are non-statutory, follow the recommended Local Authority 'Respect Yourself' programme and the Channel 4 Learning programme 'All About Us: Living and Growing'.

## 3. Reception

- 3.1 Children coming into reception are beginning to learn about making choices and developing responsibility. They are encouraged to think about relationships and to develop an awareness of others. The following issues are explored:
- The concept of the male and female gender.
  - An awareness of stereotyping.
  - Safety, good touches and bad touches. "Saying No".
  - Friendship and respect.
  - Similarities and differences.
  - The beginning of life (me, animals, plants).
  - Loss and grieving.

## 4. Key stage 1

- 4.1 Through the theme of 'Ourselves' and 'All About Me', pupils in KS1:
- Understand the concept of male and female.
  - Understand the idea of growing from young to old.
  - Know that humans develop at different rates.
  - Know there are different types of family.
  - Know the rituals associated with birth, marriage and death and talk about the emotions involved.
  - Appreciate ways in which people learn to live and work together.
  - Know about personal safety e.g. know that individuals have rights over their own bodies.
  - Talk about emotions.

- Learn biological names for various body parts including penis, vagina, testicles and breasts.
- Understand families may have different words for these body parts.
- Appreciate the function of clothing to make us look nice, keep us warm and keep certain parts of our bodies private.
- Understand the process of aging and the fact that this cannot be controlled.

4.2 Children will complete Unit 1, 'All About Us: Living and Growing'

- Programme 1 - Differences
- Programme 2 - How Did I Get Here?
- Programme 3 - Growing Up

**5. Key stage 2**

5.1 Pupils in Years 3 and 4 are taught:

- To name and locate some of the major organs of the body.
- To identify some of the changes which have already happened to their bodies (e.g. growing taller) and accepting that they cannot change these.
- About some of the needs of the old or ill and to understand death.
- The basic biology of human reproduction.
- About the word "puberty", and that this is used to explain when a child's body turns into an adult and is necessary in order to make babies.
- Begin to have understanding of the physical, emotional and social changes during puberty.
- That girls begin periods once they have entered puberty and that this is a natural process necessary to being able to one day make a baby.
- That women have babies and that in most animals, it is also the female that has babies.
- About the importance of hygiene.
- To know there are differences between good and bad touching.
- About the importance of relationships within the family, between friends and in the community.
- That there are many patterns of friendship.
- To know about agencies which can support families and individuals in different circumstances.

5.2 Children will complete Unit 2, 'Living and Growing'

- Programme 1 - Changes
- Programme 2 - Girl Talk
- Programme 3 - Boy Talk

5.3 Pupils in Years 5 and 6 are taught:

- More about how girls' and boys' bodies change during puberty, including how they might feel about these changes.

- To identify things that they are looking forward to about becoming a teenager and to understand that growing up brings responsibilities.
- Strategies for the development of positive self-image and self-esteem.
- The importance of looking after themselves physically and emotionally.
- About what to expect in secondary school and to discuss any worries that they might have about this transition.
- The way in which being physically attracted to someone might change the nature of the relationship that they have with each other.
- That the legal age for sexual consent is 16.
- That babies are made during sexual intercourse.
- That having a baby is a choice which responsible adults make when they are with someone they love.
- The importance of good parenting.
- Some of the skills necessary for parenting.
- About what terms such as "gay" mean, as and when these terms arise.
- About different situations and scenarios represented in the world around them (e.g. same sex parents).

#### 5.4 Children will complete Unit 3, 'Living and Growing'

- Programme 7 - How Babies are Made
- Programme 8 - How Babies are Born

### 6. Delivery of the programme

- 6.1 The main delivery of RSE is through PSHE, but some aspects are also taught through other subject areas such as science and PE.
- 6.2 Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 6.3 Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.
- 6.4 Teachers will focus on the importance of marriage and healthy relationships, though sensitivity will always be given so as to not stigmatise pupils on the basis of their circumstances.
- 6.5 Pupils with special education needs and disabilities (SEND) are entitled to learn about sex and relationship education, and the programme will be designed to be inclusive of all pupils.
- 6.6 Parents/carers will be consulted and their views will be valued.

### 7. Working with parents

- 7.1 We understand that the teaching of some aspects of the programme may be of concern to parents/carers.
- 7.2 We will ensure that no teachers express their personal views or beliefs when delivering the programme.

- 7.3 We respect the legal right of parents/carers to withdraw their child from all or part of the sex and relationship education programme, except for those statutory parts included in the science national curriculum.
- 7.4 A list of the statutory topics included in the science national curriculum at the different key stages, can be found in [Appendix 2 - Science national curriculum](#).

## **8. Equal opportunities**

- 8.1 St Giles' understands and abides by The Equality Act 2010, and fully respects the rights of pupils and staff members.
- 8.2 St Giles' is dedicated to delivering the sex and relationship education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

## **9. Confidentiality**

- 9.1 Confidentiality within the classroom is an important component of sex and relationship education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.
- 9.2 Teachers must, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the Child Protection Policy.

## **10. Bullying incidents**

- 10.1 St Giles' has a zero tolerance approach to bullying. Any bullying incidents caused as a result of the sex and relationship education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents.
- 10.2 Any occurrence of these incidents should be reported to a member of school staff and will be dealt with following the process in our Anti Bullying Policy.

## **11. Monitoring and review**

- 11.1 This policy will be reviewed by the headteacher in conjunction with the PSHE coordinator.
- 11.2 Any changes to the policy will be clearly communicated to all members of staff involved in the sex and relationship education programme.

## **Appendix 1 - Letter to parents/carers**

Dear Parent/carer,

RE: Relationship and Sex Education at St Giles'

Government guidelines outline that, from the age of 11, it is compulsory for all schools to provide a sex and relationship education programme. At St Giles', we believe that it is important to provide our pupils with a thorough and balanced curriculum, including age-appropriate information about relationships and sex.

Though schools must provide sex and relationship education for pupils from the age of 11, only aspects of the science national curriculum are compulsory for pupils to learn. Therefore as parents/carers, you are entitled to request that your child be removed from Relationship and Sex Education lessons. Such requests should be submitted to your child's teacher who will then discuss with you an appropriate substitute for these lessons.

The details of what will be taught to the various year groups is detailed in the Relationship and Sex Education Policy, which can be accessed on our school website, or in hard copy via the office.

If you have any concerns or queries about your child's participation in these lessons, please do not hesitate to contact either myself or your child's class teacher to discuss them.

Yours sincerely,

Mrs Caroline Gardner  
Headteacher

## Appendix 2 - Science national curriculum

In accordance with the DfE's 'Sex and Relationship Education Guidance' 2000, there are certain aspects of sex and relationship education which are compulsory for pupils to learn as they progress through the key stages.

| Key stage   | Pupils must be taught:  |
|-------------|---|
| Key stage 1 | <p>That animals, including humans, move, feed, grow, use their senses and reproduce.</p> <p>To recognise and compare the main external parts of the bodies of humans.</p> <p>That humans and animals can produce offspring, and they grow into adults.</p> <p>To recognise similarities and differences between themselves and others.</p> <p>To treat others with sensitivity.</p> |
| Key stage 2 | <p>That nutrition, growth and reproduction are common life processes for humans and other animals.</p> <p>About the main stages of the human life cycle.</p>  |