



Relationships and Sex Education Policy

Courtney Primary School

Date Reviewed: May 2019 **by:** Deborah Wood

New Review Date: May 2021

Ratified by: **Date:**

Signed by:

Position:

Background to this Policy

In March 2019, the DfE published new guidance on Relationships Education, Relationships and Sex Education and Health Education. This guidance becomes compulsory from September 2020, but it is recommended that schools start teaching the new subjects from September 2019.

Whilst it still needs to be debated in and approved by Parliament, no changes are expected.

From September 2020:

- All primary schools in England will be required to teach Relationships Education.
- It is recommended that all primary schools have a programme of sex education tailored to the needs of their pupils.
- Health Education will be introduced as a compulsory subject in all state schools in England.

The guidance outlines what young people should know by the end of primary school.

This includes families; friendships; respectful relationships; online relationships; and being safe.

As part of Health Education children will also learn about puberty and menstrual health and wellbeing.

Definition of Relationship and Sex Education

Relationship and Sex Education (RSE) is the lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings.

Guiding Principles

Today's children and young people are growing up in an increasingly complex world, including the online world. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. We want pupils to leave school prepared, in the widest sense, for adult life.

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their own and others' health and well-being.

"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights." Report to the UN General Assembly - July 2010 | Item 69, paragraph 18

RSE and statutory duties in school

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

RSE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Confidentiality Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Inclusion Policy
- Child Protection Policy
- Special Educational Needs Policy

The role of the Headteacher

It is the responsibility of the Headteacher to ensure that staff and parents are informed about the RSE policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Headteacher liaises with external agencies regarding the school's RSE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Monitoring and Review

The Curriculum Committee of the governing body monitors the sex education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the Headteacher to keep a written record, giving details of the content and delivery of the RSE programme that is taught in your school. Governors should scrutinise materials to check they are in accordance with the school's ethos.

Equalities

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

Withdrawal from RSE lessons

Parents/carers have the right to withdraw their children from all or part of the Relationship and Sex Education except for those parts included in statutory National Curriculum for Science. Those parents/carers wishing to exercise this right are invited in to see the Headteacher and/or RSE Leader who will explore any concerns and discuss any impact that withdrawal may have on the child. Materials are available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.

Parents/carers should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as PSHE, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Curriculum at Courtney

At Courtney, we use the Jigsaw scheme of work – A Mindful Approach to PSHE – for all of our Personal, Social and Health Education. Although elements of healthy relationships are peppered throughout the scheme, the Summer Term 'Changing Me' Puzzle deals with the more specific RSE content.

The grid below shows specific Jigsaw RSE learning intentions for each year group in the 'Changing Me' Puzzle.

Year Group	Piece Number and Name	Learning Objective 'Pupils will be able to...'
FS1/2	Piece 3 Growing Up	D4 - Seek out others to share experiences. Show affection and concern for people who are special to them D6 - Explain own knowledge and understanding, and ask appropriate questions of others ELG - Show sensitivity to others' needs and feelings
1	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> • identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina • respect my body and understand which parts are private
2	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> • recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private • tell you what I like/don't like about being a boy/girl
3	Piece 1 How Babies Grow	<ul style="list-style-type: none"> • understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby • express how I feel when I see babies or baby animals
	Piece 2 Babies	<ul style="list-style-type: none"> • understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow • express how I might feel if I had a new baby in my family
	Piece 3 Outside Body Changes	<ul style="list-style-type: none"> • understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies • identify how boys' and girls' bodies change on the outside during this growing up process • recognise how I feel about these changes happening to me and know how to cope with those feelings
	Piece 4 Inside Body Changes	<ul style="list-style-type: none"> • identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up • recognise how I feel about these changes happening to me and how to cope with these feelings
4	Piece 2 Having A Baby	<ul style="list-style-type: none"> • correctly label the internal and external parts of male and female bodies that are necessary for making a baby • understand that having a baby is a personal choice and express how I feel about having children when I am an adult
	Piece 3 Girls and Puberty	<ul style="list-style-type: none"> • describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this • know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
5	Piece 2 Puberty for Girls	<ul style="list-style-type: none"> • explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally • understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Piece 3 Puberty for Boys and Girls	<ul style="list-style-type: none"> • describe how boys' and girls' bodies change during puberty • express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception	<ul style="list-style-type: none"> • understand that sexual intercourse can lead to conception and that is how babies are usually made • understand that sometimes people need IVF to help them have a baby • appreciate how amazing it is that human bodies can reproduce in these ways
6	Piece 2 Puberty	<ul style="list-style-type: none"> • explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally • express how I feel about the changes that will happen to me during puberty
	Piece 3 Girl Talk/Boy Talk	<ul style="list-style-type: none"> • ask the questions I need answered about changes during puberty • reflect on how I feel about asking the questions and about the answers I receive
	Piece 4 Babies – Conception to Birth	<ul style="list-style-type: none"> • describe how a baby develops from conception through the nine months of pregnancy, and how it is born • recognise how I feel when I reflect on the development and birth of a baby
	Piece 5 Attraction	<ul style="list-style-type: none"> • understand how being physically attracted to someone changes the nature of the relationship • express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this