



RELATIONSHIPS AND SEX EDUCATION POLICY

Garlinge Primary School and Nursery is a place for everyone to succeed and thrive with inclusion at its heart.

Statutory requirements

At Garlinge Primary School, we teach Relationships and Sex Education Policy (RSE) as set out in this policy. The Department for Education is introducing statutory Relationships Education for primary pupils and Relationships and Sex Education. From September 2021 it will be compulsory for all schools to teach Health Education. Through these subjects, we aim to support all young people to be happy, healthy and safe – we aim to equip them for adult life and to make a positive contribution to society. At Garlinge, we have committed to retain our current choice to continue to teach age-appropriate sex education alongside relationships education. In doing so, we observe current guidance from the Department for Education (DFE) and policies such as Children and Social Work Act (2017).

Current regulations and guidance from the Department for Education state that:

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2021, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education.

Rationale

At Garlinge Primary School and Nursery, RSE is underpinned by the ethos and values of our school as reflected by our whole school P.A.R.T. values (Perseverance, Aspiration, Respect, Teamwork). Our vision is to create a safe, positive and stimulating environment in which all members of our school community learn and grow in confidence, knowledge and skills.

Relationships and Sex Education (RSE) is a key aspect of Personal, Social, Health and Economic Education at Garlinge Primary School and Nursery. As such, it is more than the biology of reproduction and is taught within the context of caring relationships. The Relationships and Sex Education provided forms a foundation for further work in secondary schools, and we aim for skills and attitudes developed by children will enable them to lead healthy lives.

RSE is part of the personal, social and health education curriculum in the school. While we use RSE to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility in a way that allows children to ask and explore moral questions. We do not use RSE as a means of promoting any form of sexual orientation and foster gender equality and LGBT equality respectively.

Aims

The purpose of teaching RSE is to ensure that children learn about issues in a caring and informed way, which dispels myths that they may have acquired.

At Garlinge Primary School and Nursery, we aim for our pupils:

- to develop confidence in talking, listening and thinking about feelings and relationships, and respect the differences between people;
- for pupils to be able to name parts of the body and describe how their bodies work;

- for children to know how they can protect themselves and where to ask for help and support;
- to raise awareness of sexual abuse /exploitation (at age appropriate levels), and where they can seek advice if they are worried about any sexual matters;
- to have the opportunity to discuss relationship and sex education issues, at home or school, without embarrassment;
- to empower children to make informed choices about their education and future adult life;
- to understand they have the right to counteract misleading or false information and challenging sexism or prejudice;
- to understand they have a responsibility to themselves to respect their own bodies and to look after their own mental and physical well-being.
- to encourage children to respect their own bodies and the importance of sexual activity being within a committed, long term and loving relationship;
- to teach about the importance of family life and proper care of all creatures;
- to explain moral questions and develop respect for the views of other people;
- to explore human attitudes and emotions
- to explore relationship issues;
- to ensure that pupils are prepared for puberty;
- to understand the way humans reproduce
- to understand that pregnancy can be prevented with contraception.
- to provide pupils with knowledge, skills and values to develop healthy relationships
- to promote emotional wellbeing and personal safety
- to foster respect for self and others, and promote equality

Our teaching staff are confident;

- in planning, delivering and assessing RSE;
- in answering parents' and carers' questions and dealing with sensitive issues.

The school will work towards these aims in partnership with parents and carers.

Delivering Relationships and Sex Education

RSE is taught through a developmental scheme of work to all children across Foundation Stage, Key Stage 1 and Key Stage 2, and links to other aspects of PSHE and Science to equip the children with the skills and attitudes necessary for them to benefit from sex education. We also teach some RSE through other subjects (e.g. PE) where we feel that they contribute significantly to a pupil's knowledge and understanding of their own body and how it is changing and developing.

The class teacher will do most of the teaching of RSE, as they will have established a working relationship with the class. Our Welfare Officer is available to advise and assist individuals on body development and puberty issues.

Training and support for staff:

Support for teaching and understanding RSE issues is incorporated in our staff INSET programme, including ongoing CPD, drawing on staff expertise and/or a range of external agencies. All additional resources and support materials are available to access on the whole school resources drive.

Cross-Curricular Links

All curriculum areas contribute to RSE. Some subjects make a clear contribution, such as Science and PSHE, while other subjects make a less obvious, but important, contribution, such as:

- Literacy – discussion of specific relationships and moral dilemmas;
- RE – discussion of family and marriage;
- History and Geography – discussion of wider social issues;
- Art and Music – discussion of feelings and emotions within relationships.

Parents and Sex & Relationships Education

The school views parents and carers as partners in the delivery of RSE. Parents and carers will be informed about the sex and relationships education programme as part of information provided on what their children will be learning.

The school encourages parents and carers to voice their concerns about RSE with their child's teacher and will be invited to view materials. We believe that for the children to achieve the desired objectives a positive and united relationship must continue to exist between home and school and we would encourage discussion about this area of the curriculum at home.

In promoting this objective we:

- inform parents and carers about the school's RSE policy and practice;
- answer any questions that parents and carers may have RSE their child;
- take seriously any issues that parents and carers raise with teachers or governors about this policy or the arrangements for RSE in the school;
- encourage parents and carers to be involved in reviewing the school policy and making modifications, as necessary;
- inform parents and carers about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home.

Parents and carers have the right to withdraw their children from that part of the RSE programme that is delivered through PSHE (though not from those elements taught through Science) that includes sexual reproduction. Parents and carers must be clear that puberty is now statutory for all pupils. If a parent or guardian feel it necessary to withdraw their child, they should arrange to contact school and discuss their concerns with the Senior Leadership Team. Where pupils are withdrawn, we aim to ensure that pupils receive appropriate and purposeful education during this time.

Differentiation and Special Educational Needs and Disabilities

We recognise that all children will have varied life experiences and a range of feelings and attitudes. Lessons will allow all perceptions to be articulated, and all contributions will be valued and respected.

Teachers may need to use different resources, activities or provide specific support depending on the needs of the pupils. Teaching points need to be conveyed using language that is accessible to the pupils.

Equal Opportunities

At Garlinge Primary School and Nursery, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, religion & belief, sexual orientation, marital status, pregnancy & maternity, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in the curriculum and school life.

Confidentiality

Teachers conduct RSE lessons in a sensitive manner and with consideration for the need for confidentiality. However, should issues of disclosure regarding inappropriate sexual behaviour/activity arise, then the teacher will take the matter seriously and deal with it as a matter of child protection. In such cases, procedures as laid down in the appropriate school policy will be followed.

Monitoring and Review

The school curriculum committee of the Governing Body monitors the RSE Policy on an annual basis. This committee reports its findings and recommendations to the Full Governing Body, as necessary, to update this policy statement. Governors require the Senior Leadership Team to keep a written record of the content and delivery of the RSE programme of study that is taught at Garlinge Primary School and Nursery.

APPENDIX 1

Statutory Provision of RSE under Science Curriculum

Key Stage 1 (age 5-7years)

Year 1 pupils should be taught to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 pupils should be taught to:

- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11years)

Year 5 pupils should be taught to:

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age

Year 6 pupils should be taught to:

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

'The programmes of study for science are set out year-by-year for Key Stage 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online'.

Taken from the National Science Curriculum from 2014

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239132/PRIMARY_national_curriculum_-_Science.pdf

APPENDIX 2

Sample letter for Year 5 PARENTS

Dear Parents and Carers of pupils in Year 5,

During Term 6, Year 5 will be learning about the differences between boys and girls and how their bodies change when they enter puberty. They will consider and discuss the changes boys and girls go through, physically and emotionally, including physical changes such as the menstrual cycle. These lessons will be taught as a whole class and as single-sex classes (at the teacher discretion), through both Science and PSHE. Prior to these lessons, you may wish to discuss with your child some of the topics that will be taught.

If you would like to discuss any areas with me before the lessons take place, then please feel free to contact the school office to make an appointment or email me at 2d@garlinge.kent.sch.uk. Alternatively, please email your child's class teacher on their class emails. In addition to this, there will be a parent meeting, in class ____ on _____, where, should you wish to attend, questions can be answered.

Yours faithfully,