

## Relationships Education & Relationships and Sex Education

<b>Member of Staff Responsible</b>	<b>Deputy Head - Pastoral</b>
<b>Date of Policy</b>	<b>March 2022</b>
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<b>Distribution:</b>	<b>All staff</b>

### 1 Introduction

In this policy relationships education means understanding the fundamental building blocks and characteristics of positive and safe relationships, including with family, friends, other children and adults, and online. It aids the development of positive self-esteem, which helps the children cope with the challenges of personal growth. It enables children to make responsible decisions. It is about exploring feelings and emotions and developing confidence.

Relationships and sex education ('RSE') is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'.

RSE provides an excellent forum to provide pupils with life skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. RSE is therefore a tool to safeguard children.

RSE is part of the Personal, Social and Health and Economic Education ('PSHEE') curriculum in Years 6, 7 and 8. In Years 5 and 8 more factual aspects of sex education are taught as part of the Science syllabus whilst it is also covered in PSHEE. While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions and increase their awareness of appropriate contact with others. We do not use sex education as a means of promoting any form of sexual orientation.

### 2 Aims and objectives

We teach children about:

- the physical development of their bodies and emotional changes as they grow into adults;
- the way humans reproduce;
- respect for their own bodies;
- the importance of family life and stable and loving relationships, including the nature of marriage and civil partnership;
- moral questions and the importance of developing positive values and a moral framework that will guide their judgements, decisions and behaviour;

- relationship issues and the differences between healthy relationships and unhealthy relationships;
- safety in forming and maintaining relationships;
- how relationships may affect physical and mental health and wellbeing;
- respect for the views of other people;
- the different types of relationships and gender identities that exist;
- the importance of equality between individuals and groups.

### **3 Context**

We teach sex education in the context of the school's aims and values framework (see Spiritual, Moral, Social and Cultural Policy). Whilst sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach sex education in the belief that:

- sex education should be taught in the context of family life;
- sex education is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own bodies and be aware that they should speak out if being engaged in any sexual activity (see Safeguarding Policy);
- children should learn about their responsibilities to others and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect.

### **4 Organisation**

In PSHEE, we teach children about relationships and we encourage children to discuss issues. We teach them about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty.

The biological elements of RSE are taught through statutory Science lessons. These are important lessons that offer pupils knowledge and understanding of the human body and its processes. We carry out the main sex education through our Science curriculum.

We make every effort to dovetail the Science and PSHEE curriculums to ensure that sex education topics are taught concurrently so as to enable links between the subjects to be forged. This also enhances the boys' understanding of the topics. What we teach with regards to relationships education and RSE in PSHEE and Science is outlined below by age group.

#### Key Stage 1 (Years 1 and 2)

In Key Stage 1 we teach children about keeping healthy. Pupils learn about how the body grows and changes, and what the main parts of the body are. Children learn to appreciate the differences between people, how to show respect for each other and how to build positive relationships with friends, family and other children and adults.

### Key Stage 2 (Years 3 to 6)

In Year 5 Science lessons we teach about life processes. Sexual reproduction is explained as a male and female are needed to produce offspring and this is done in the context of an animal. In Year 6 PSHE lessons children learn about puberty and sexual intercourse with regards to reproduction and staying safe. Pupils are also taught what a loving relationship is and that there are many types of relationships.

### Key Stage 3 (Years 7 to 8)

In Year 7 Science lessons teachers inform children about puberty, how a baby is conceived and born, as well as contraception. In PSHE the boys learn about the difference between sex, gender identity and sexual orientation.

## **5 Teaching methods**

All our teaching on relationships education and RSE, including the materials we use, is designed to be age appropriate.

Teaching staff are professional and sensitive in their approach and may refuse to answer questions or discuss topics in front of the class that could offend anyone or upset religious sensitivities and beliefs. In these circumstances, pupils could be encouraged to ask their questions to adults at home. Particular care will be taken not to stigmatise pupils based on their home circumstances and needs, to reflect that some children may have a different structure of support around them.

Pupils will be invited to express their personal opinions and feelings, whilst being encouraged to treat each other with kindness and respect and value the opinions and feelings of others. We promote respect for all and value every individual child.

Teachers who are uneasy about teaching these lessons should inform the Head of PSHEE and/or Science who will work with the teacher to deliver the curriculum and will encourage further CPD if appropriate.

## **6 Pupils with SEN (Special Educational Needs)**

We need to ensure that the needs of pupils with SEN are met. This may mean additional support is provided and/or an adapting of resources to enable access. Parents may need to be consulted individually with regard to pupils with SEN.

## **7 Confidentiality**

Teachers will conduct RSE lessons in a sensitive manner and in confidence. However, if a pupil makes a reference to being involved, or likely to be involved in sexual activity, or indicates that they may have been a victim of abuse, this will be dealt with in line with the School's Safeguarding Policy.

## **8 Withdrawal**

There continues to be no right of withdrawal from any part of the national curriculum for Relationships Education or Health Education.

A letter is sent home to parents prior to any module in PSHEE or Science in which RSE is covered so that parents are aware. Parents have the right to withdraw their child from all or part of the RSE programme taught at Rokeby, but not from the biological aspects of human growth and reproduction which are statutory elements of the national curriculum for Science.

If a parent wishes their child to be withdrawn from RSE lessons, they should put their concerns in writing to the head of phase, detailing which aspects of the programme they do not wish their child to participate in. Before granting the withdrawal, the head of phase will discuss the concerns raised by the parents, the benefits of this important education and any detrimental effects that withdrawal might have on the pupil. The School will always respect the wishes of the parent.

Parents should be aware that schools are legally required to provide a broad, balanced curriculum. Sex education topics can arise incidentally and overlap with relationships education lessons and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

## **9 Reviewing the Effectiveness of the Policy**

The Head of Science and Head of PSHEE, in conjunction with the Deputy Head Pastoral and the Headmaster, review the policy annually.