

Laycock Primary School Relationships and Sex Education Policy

April 2017

Rationale

The DfE recommends that all primary schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children.

Governing bodies and head teachers of maintained primary schools must decide whether sex and relationship education, beyond that set out in National Curriculum (2014) Science, should be included in the school's curriculum, and if so what it should consist of and how it should be organised. They must have a written policy on sex education, which is freely available to parents.

All schools must have due regard to the Government publication "Sex and Relationships (SRE) Guidance (2000)" which states that boys and girls should learn about puberty before they experience it and should learn about how babies are born before they start secondary school.

The DfE recommends that this should be rooted in the PSHE Education framework which is the practise at Laycock Primary School under the curriculum banner of "Relationships and Sex Education" (RSE) and includes a focus on friendship, bullying and the building of self-esteem.

The school recognises that parents and carers are the key people for their child's learning about sex and relationships and always aims to work in partnership with them.

Laycock Primary School is committed to ensuring that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate.

Curricular Aims

There are three main elements to our RSE programme:

- Gaining knowledge and understanding;
- Developing positive attitudes and values;
- Extending personal and social skills.

Objectives

- To enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future;
- To teach our pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood;
- To provide a supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relation to others.

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Relationships and Sex Education in the context of the National Curriculum

EYFS

Pupils learn about the concept of male and female and about young animals. In PSHE Education, they develop skills to form friendships and think about relationships with others.

Key Stage 1

□ Notice that animals, including humans, have offspring which grow into adults.

In Science, pupils learn about the life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health.

In RE and PSHE Education, pupils reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.

They learn about personal safety.

Key Stage 2

□ Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

□ Describe the life process of reproduction in some plants and animals.

□ Describe the changes as humans develop to old age.

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

In Science, pupils build on their knowledge of life cycles and learn about the basic biology of human reproduction. In RE and PSHE Education, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They develop skills needed to form relationships and to respect other people's emotions and feelings. They consider how to make simple choices and exercise some basic techniques for resisting pressures.

In Years 5 and 6 RSE sessions are planned to cover the physical changes that take place during puberty (covering aspects of personal hygiene, puberty and menstruation), why they happen and how to manage them, together with how a baby develops in the womb and is born. These sessions are taught by class teachers supported by staff who know the children well. The school nurse is invited to attend and to contribute to the planned provision.

Questions from pupils are encouraged and answered as honestly and as appropriately as possible but those with which staff do not feel comfortable answering within the classroom or ones which are not age appropriate and beyond the Key Stage 2 objectives, will not be answered or explored. A referral back to the parent may be suggested.

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RSE is usually delivered in mixed gender groups. However, there are occasions (for instance, regarding certain aspects of puberty) where single gender groups are more appropriate and relevant.

Consulting Parents

The school informs parents / carers when the above specific aspects of the RSE programme are taught and provides opportunities for them to discuss the content of the lessons.

Section 405 of the Education Act 1996 enables parents to withdraw their children from sex education other than that which is in the National Curriculum (such as the biological aspects of human growth and reproduction that are elements of Science). Alternative arrangements are made in such cases.

Child Protection / Confidentiality

The school is aware of the need to be aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher / Designated Safeguarding Lead (DSL) by following the Safeguarding and Child Protection Policy.

A member of staff cannot promise confidentiality if concerns exist.

The Planning Process

Medium and short-term plans are prepared by class teachers in line with school policy, schemes of work and units of study. Planning identifies objectives, learning outcomes and opportunities for assessment. Planning includes an appropriate range and balance of RSE activities.

Teaching and Learning Methods

A variety of teaching and learning styles and strategies are used to deliver RSE in line with school policy. These include pupils working as individuals, within small and large groups (organised by gender, working relationships, ability levels and with consideration for safety of numbers) and whole class approaches.

Assessment

Assessment includes close observation and formative methods. Marking and evaluation of work, pupil reflection of their work / performance and output are used in this process.

Children with Special Needs

It is our intention all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required.

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Monitoring and Evaluation

Monitoring is the responsibility of the head teacher, the named governor for PSHE Education and teacher with responsibility for RSE.

The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

This policy is available to parents via the school website or by requesting a paper copy from the school office.

This policy will be reviewed in line with the current School Development Plan. Comments from staff and governors will be taken into account together with any changes to policy agreed at a staff meeting and approved by the governing body.

The Governors, Head Teacher and the subject co-ordinator will monitor the implementation of the policy.

Drafted by: J Webster April 2017

Checked and approved by J Nove April 2017

Approved by the Governing Body:

Signed.....Chair. Date:

To be reviewed: *April 2019*