



# Beamish and Pelton Federation of schools

## Relationships and Sex Education Policy

Reviewed June 2018 (SMH)

## Introduction

The 1993 Education Act: "Sex Education in Schools" requires staff and Governors to ensure that sex education within school meets the needs of the pupils. This policy has been written in response to this requirement. Sex Education at school should be complimentary to, and supportive of, the role of parents, in educating their children about sexuality and relationships.

## What Is Relationships and Sex Education?

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

## Why Sex Education is Important?

Sex Education is one aspect of our Health Education Programme. It is cross curricular and fully integrated. It is important that it is not over-emphasised, isolated, or left to chance. Learning is positive, rather than problem led - which can so often be inadequate or harmful. The physical, intellectual, emotional and social needs of the child, at his/her current stage of development, are the focus for learning. Self-esteem, and respect for others are the cornerstones of good personal, social and health education and therefore of good sex education.

## Principles and Values

In addition, the Federation of Beamish and Pelton schools believe that RSE should:

- be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- be an entitlement for all pupils in our care.
- encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of diversity.

- encourage pupils and staff to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- recognise that parents and carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes.
- recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

### **Relationships and Sex Education in this school has three main elements:**

#### **Personal and Social Skills**

- managing emotions within relationships confidently and sensitively.
- developing positive self esteem and confidence.
- developing and demonstrating self-respect and empathy for others.
- making informed choices with an absence of prejudice.
- developing an appreciation of the consequences of choices made.
- managing conflict.
- empower pupils with the skills to be able to recognise inappropriate/uncomfortable situations and/or behaviours with their peers and adults.

#### **Attitudes and Values**

- learning the importance of values, individual conscience and moral choices.
- valuing family life, stable and loving relationships, and marriage.
- learning about the nurture of children.
- demonstrating the values of respect, love and care.
- exploring, considering and understanding moral dilemmas.
- developing skills including negotiation and decision making.
- challenging myths, misconceptions and false assumptions.

## **Knowledge and Understanding**

- learning and understanding about physical and emotional development at appropriate stages.
- learning about reproduction, human sexuality, personal health, emotions and relationships.
- learning about where to go for help or advice in school and how to access a range of local and national support agencies

The underlying and recurring themes are Rights, Responsibilities, Respect, and Risk.

## **Aims**

The aim of RSE is to provide balanced information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within personal relationships.
- avoid being pressured into uncomfortable or dangerous situations.
- communicate effectively by developing the appropriate language for body parts and functions and sex and relationship issues.
- develop awareness of their sexuality, challenge sexism and prejudice, and promote equality and diversity.
- have sufficient information and skills to protect themselves in a variety of situations.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

At the end of Key Stage 1 pupils should:

- know that humans develop different rates, that human babies have special needs and understand the natural process of growing from young to old;
- recognise the physical differences between girls and boys and use the correct names for parts of the body;
- know about personal safety, e.g. know that individuals have rights over their own bodies and that there are differences between good and bad touches;
- begin to develop simple skills and practices which help maintain personal safety, understanding that sometimes it's good to keep secrets and sometimes it's not;
- recognise and appreciate people who can help within the family, school and community;
- appreciate ways in which people learn to live and work together - listening, discussing, sharing and resolving conflict.

Throughout Key Stage 2 pupils will build on the knowledge already acquired with reference always to age-appropriate information. By the end of Key Stage 2 children will have been introduced to the changes that are taking place with their bodies and how these affect their relationships with others. Pupils should:

- be aware of their own self-image and how their body image fits into that;
- explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally;
- be able to ask the questions they need answered about puberty;
- describe how a baby develops from conception through the nine months of pregnancy and how it is born;
- understand how being physically attracted to someone changes the nature of the relationship;
- know some of the feelings we can have when people leave or die and that there are different stages of grief;
- recognise when people are trying to gain power or control and understand that technology can be used to achieve this;
- be able to use technology positively and safely to communicate with family and friends;
- identify what they are looking forward to and what worries them about the transition to secondary school.

Parents will be informed when the lesson delivery is specific to sex and sexual relationships and given the right to withdraw their child from such lessons.

These ideas will be incorporated into our teaching in a range of ways sometimes being taught through other subjects, sometimes as an individual activity and sometimes incidentally, as and when an appropriate opportunity arises. Any questions which

children ask will be answered sensitively, honestly and simply, and staff will not provide children with more information than is required. If staff feel that they are unable to answer the child's question effectively or feel that the child seems dissatisfied with the answer given, then they will inform the parent so that they can discuss the matter with their child at home.

## Organisation and Content of Relationships and Sex Education

The Federation of Beamish and Pelton schools specifically deliver Relationships and Sex education through its PSHE 'Jigsaw' Programme and Science lessons in EYFS, Key Stage 1 and Key Stage 2.

Much of the relationships and sex education in the Federation of Beamish and Pelton schools takes place within PSHE lessons. Teachers generally deliver these aspects of the PSHE curriculum with support from professionals where appropriate. School staff are usually the best people to work with the pupils on many of the RSE topics as they are aware of each pupil's individual circumstances. RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also taught as part of National Curriculum Science. The PSHE Programme and Science National Curriculum are taught in every year.

Any RSE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the ground rule established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time.

More expert or specialist teachers may support staff that are uncomfortable with teaching certain aspects of the RSE curriculum. Support and professional development will be provided for these staff, so that they can develop their confidence in delivering the whole of the RSE programme.

Assessment is carried out at appropriate times and involves teacher, pupil and peer assessment of knowledge and understanding, skills, and attitudes.

## Curriculum Delivery

Throughout the Early Years, Key Stage 1 and Key Stage 2, RSE will be taught as part of the 'Jigsaw' PSHE programme. It comprises of 6 strands:

- ~ Being Me in My World
- ~ Celebrating Difference
- ~ Dreams and Goals
- ~ Healthy Me
- ~ Relationships
- ~ Changing Me.

Science lessons will run parallel to the PSHE programme and they will become increasingly detailed as the curriculum requires.

## Inclusion

### *Ethnic, Cultural and Religious Groups*

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Head teacher.

### *Pupils with Special Needs*

We will ensure that all pupils receive relationships and sex education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary.

### *Sexual Identity and Sexual Orientation*

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Pupils, whatever their developing sexuality need to feel that relationships and sex education is relevant to them.

## Right of Withdrawal of Pupils from Relationships and Sex Education

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their concerns and / or decisions with the Head teacher at the earliest opportunity. Parents are welcome to review any RSE resources the school uses.

## Confidentiality and Safeguarding

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules.

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to Social Care Direct identifying the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss appropriate next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13's should be fully documented including detailed reasons why decisions were made not to share information.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

*These procedures should be read in conjunction with the Durham LSCB protection procedures ([link](#)) with special reference to Sections 3 'Referral and Investigation' and Section 6.13 'Sexually Active Children under 18' - 'Young People under the age of 13'*

### Monitoring and Evaluation of Relationships and Sex Education

The PSHE co-ordinator compiles a formal curriculum audit and medium-term planning overview. This includes a yearly supply audit and new material orders and termly planning and work scrutinies.