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Relationships and Sex Education Policy

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Introduction

Our school's policy on sex and relationship education is based on the requirements. We recognise that 'Sex and Relationship Education' is the policy's full title, but for brevity's sake, we will refer in the rest of this policy as 'RSE'.

In the DfE document, sex education is defined as 'learning about physical, moral and emotional development'. The guidance states, 'It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.'

Sex education is part of the personal, social and health education (PSHE) curriculum in our school. When we inform our pupils through sex education about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

Aims and Objectives

We teach children about:

- The physical development of their bodies as they grow into adults;
- The ways humans reproduce;
- Respect for their own bodies and the importance of sexual activity as part of a committed, long-term and loving relationship;
- The importance of family life;
- Moral questions;
- Relationship issues;
- Respect for the views of other people;
- Sexual abuse and what they should do if they are worried about any sexual matters.

Context

We teach about sex in the context of the school aims and values. While sex education in our school means that we give the children information about sexual behaviour, we do this with an awareness of moral code, and of the values which underpin all our work. We teach RSE on the understanding that:

- It is taught in the context of marriage and family life;
- It is part of a wider process of social, personal, spiritual and moral education;
- Children should be taught to have respect for their own bodies;
- 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;
- Children need to learn the importance of self-control.

Organisation

As a whole school, we teach children about relationships, and we encourage children to discuss issues.

In Year One the children cover these aspects of the PSHE Framework,

- Know how to keep clean and look after oneself
- Know how people grow and change
- Understand that babies become children and then adults
- Know the differences between boy and girl babies
- Know there are different types of families
- Know which people we can ask for help

In Year Two the children cover these aspects of the PSHE Framework,

- Talk about the ways boys and girls can be the same and different
- Understand that some people have fixed ideas about what boys and girls can do
- Describe the difference between male and female babies
- Describe some differences between male and female animals
- Describe some differences between boys and girls
- Understand that making a new life needs a male and a female
- Describe the physical differences between males and females
- Name the male and female body parts

In Year Three the children cover these aspects of the PSHE Framework,

- Know some differences and similarities between males and females
- Name male and female body parts using agreed words
- Identify different types of touch that people like and do not like
- Understand personal space
- Talk about ways of dealing with unwanted touch
- Understand that all families are different and have different family members
- Identify who to go to for help and support

In Year Four the children cover these aspects of the PSHE Framework,

- Describe the main stages of the human lifecycle
- Describe the body changes that happen when a child grows up
- Know that during puberty the body changes from a child into a young adult
- Understand why the body changes during puberty
- Identify some basic facts about pregnancy
- Know about the physical and emotional changes that happen in puberty
- Know that each person experiences puberty differently

In Year Five the children cover these aspects of the PSHE Framework,

- Explain the main physical and emotional changes that happen during puberty.
- Ask questions about puberty with confidence.
- Understand how puberty affects the body and the emotions.
- Describe how to manage physical and emotional changes.
- Explain how to stay clean during puberty
- Describe how emotions change during puberty
- Know how to get help and support during puberty

In Year Six the children cover these aspects of the PSHE Framework,

- Describe how and why the body changes during puberty in preparation for reproduction
- Talk about puberty and reproduction with confidence
- Discuss different types of adult relationships with confidence
- Explain how babies are made
- Describe the decisions that have to be made before having a baby
- Know some basic facts about pregnancy and conception
- As part of our learning of British Values, children learn to be aware of and respect different types of relationships i.e. homosexuality

In Science lessons, in both Key Stages, teachers inform children about puberty and how a baby is born. For this aspect of our teaching we follow the guidance material found in the national scheme of work for Science. In Key Stage 1, we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other. In Key Stage 2, we teach about life processes, and the main stages of the human life cycle, in greater depth.

The role of the parents and carers

The school is well aware that the primary role in child sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of the children at our school through mutual understanding, trust and cooperation. To promote this objective we:

- Answer any questions that parents or carers have about the RSE of their child;
- Take seriously any issue that parents or carers raise with teachers or governors about this policy, or about arrangements for RSE in the school.

Parents and carers have the right to withdraw their child from all or part of the RSE programme that we teach at our school. If a parent wishes their child to be withdrawn, they should discuss this with the class teacher and make it clear, in writing, which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents/carers in this regard.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse, social workers, the Family First Team and other health professionals give us valuable support with our RSE programme.

Confidentiality

Teachers conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved (or likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they have been a victim of abuse.

They will not try to investigate, but will immediately inform the head teacher, who is the named person for child protection issues, about their concerns. The Headteacher will then deal with the matter in consultation with health care professionals (see our Safeguarding Policy).

The role of the Head Teacher

It is the responsibility of the Head teacher to ensure that the RSE policy is implemented effectively.

Monitoring and review

The Governing Board gives serious consideration to any comments from parents and carers about the RSE programme, and maintains a record of all such comments.