



UPPERBY PRIMARY SCHOOL

Relationships & Health Education Policy (including Sex Education)

Purpose

Upperby Primary School has based our school's Relationships Education Policy on the DfE guidelines. *'The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017, and provide that pupils receiving primary education must be taught Relationships Education and Health Education.'*

In this document, Relationships & Health Education is focussed on the characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults. From early on in education pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Sex Education is defined as 'learning about physical, moral and emotional development. 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. While we use Relationships and Sex Education (RSE) 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. We do not use Relationships and Sex Education (RSE) as a means of promoting any form of sexual orientation.

The content set out in DfE statutory guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Aims and objectives

We teach children about:

- the physical development of their bodies as they grow into adults
- the way 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, using appropriate language and what they should do if they are worried about any sexual matters

While Relationship and 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 marriage or as part of a committed long-term, and loving relationship between adults.

Relationships and Sex Education is part of a wider social, personal, spiritual and moral education process; children should be taught to have respect of their own bodies, 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 and children need to learn the importance of self-control.

Organisation

We teach Relationship and Sex education through different aspects of the curriculum. While we carry out the main Relationships teaching in our personal, social and health education (PSHE) curriculum, we also teach some Sex education through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

In PSHE we teach children about relationships, respect, choices, safeguarding and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it through seeking out their trusted adults in school or at home.

In science lessons in both key stages, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material 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 differences between people and how to show respect for each other.

In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth. In Year 6 we place a particular emphasis on Health education, as many children experience puberty at this age. We use resources and materials primarily from Scarf Coram Life Education. Coram Life Education helps schools meet their statutory requirements for Relationships and Health Education, children's Spiritual, Moral, Social and Cultural development.

Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both girls and boys know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children. We inform all parents and carers of the children in Year 6 to discuss this particular programme of lessons, giving parents the opportunity to review lessons and the materials the school uses in its teaching.

The role of parents

The school is well aware that the primary role in children's education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective we: we work with parents and communicate information about the school's Relationships and Health Education policy (including Sex Education) and practice, answer any questions that parents may have about the Sex education of their child, take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Sex education in the school, inform parents about the best practice known with regard to Sex education, so that the teaching in school supports the key messages that parents and carers give to children at

home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities. Parents have the right to withdraw their child from all or part of the non-statutory Sex education programme that we teach in our school. At Upperby Primary School we define this non-statutory aspect as the 'act of conception'. However children cannot be withdrawn from Statutory Relationships and Health Education or from the related Science education.

If a parent wishes their child to be withdrawn from Sex education lessons, they should discuss this with the head teacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents 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. The school enhances this provision with support from The Life Education centre (The Life Bus).

Confidentiality

Teachers conduct Relationships, Health Education & Sex Education 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 matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the head teacher and DSL. The head teacher will then deal with the matter in consultation with health care professionals. (also see Safeguarding Policy.)

Monitoring and review

The head teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy. The policy will be reviewed every two years.

This policy was agreed by the governing body on 12th July 2018.

This policy was reviewed, updated and agreed by the governing body on the 30th September 2020.

Date of next review September 2022

Signed _____ on behalf of governing body.