



**The  
Edward Betham CofE  
Primary School**

**Relationships and Sex  
Education Policy**

<b>Ratified on</b>	09.07.18
<b>Signed by Chair of Governors</b>	<i>P. Hounsell</i>
<b>To be reviewed on</b>	Summer Term 2021

***Faithful to the ambition of its founder, Edward Betham School offers children the opportunity to grow and learn in an environment that places the love of Christ at its heart.***

### **Principles within a Christian Education**

We teach children about sexual relations within the context of being a Christian school. Sexuality, in Christian belief, is a gift of God as part of Creation. It is important that as children grow up, they come to an understanding of their own bodies, instincts and feelings. In this way they will be prepared for the opportunities, joys and responsibilities of caring relationships. Sex education should be taught in the context of family life and committed, stable relationships with an emphasis on love, trust and respect. The policy supports the school's aims with particular reference to:

- Encouraging pupils to become responsible members of the community and confident people through the fostering of positive attitudes which enhance self esteem
- Encouraging all members of the school community to have concern, respect and a caring attitude for others, their immediate environment and the world at large
- Teach and support the acquisition of appropriate learning skills to enable our children to reach their highest potential intellectually, physically, emotionally, spiritually, morally and socially

We recognise the importance of a secure environment for pupils to learn and develop emotionally. Effective sex and relationship education is essential if young people are to make responsible and well-informed decisions about their lives (DfE 2000). Whilst non-statutory, we uphold the importance of well-planned and delivered Relationships and Sex Education (R.S.E.) to give primary pupils the skills, understanding and experience needed to make safe, respectful and informed choices confidently. This can then be built upon in high school, where the subject is compulsory.

All primary schools are required to teach all the elements of sex education contained in the Science curriculum.

Relationships and Sex Education contributes to the foundation of Personal, Social, Health and Citizenship Education (P.S.H.C.E.) and offers a valuable vehicle for promoting equality between individuals and groups. It does not encourage early sexual experimentation, but involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

Our school's policy on Relationships and Sex Education is based on the Department for Education and Employment document 'Sex and Relationship Education Guidance' (DFES 0116/2000), London Diocesan Board for Schools Policy on 'Relationships and Sex Education' (June 2009), 'Valuing All God's Children' (The Church of England Education Office, Autumn 2017) and SRE Policy Guidance ([www.sexeducationforum.org.uk](http://www.sexeducationforum.org.uk)).

This policy has been agreed by staff, parents and governors and reflects the moral values of a Church School and the school's mission statement.

### **Definition**

Relationships and Sex Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and committed relationships. Stable and loving relationships, respect, love and care are the foundations of family life. It is also about the teaching of sex, sexuality, and sexual health (DfEE).

Our teaching of R.S.E. involves every year group in a progression of learning that starts in the Early Years Foundation Stage. We do not use R.S.E. as a means of promoting any form of sexual orientation.

### **School Context**

At Edward Betham R.S.E. is taught within the context of the school's aims and values. Whilst we inform children about the nature of sexual behaviour, it is firmly rooted within a moral code underpinned with Christian values as follows:

- Relationships and Sex Education should be taught in the context of a secure, loving family unit

- Relationships and Sex Education is part of a wider social, personal, spiritual and moral education process
- Children should be taught to have respect for themselves and others and each other's bodies
- Children should learn about responsibility towards themselves and others and be aware of the consequences of sexual activity
- Through Personal, Social, Health and Citizenship Education (P.S.H.C.E.) pupils learn how to develop positive relationships with others involving trust and respect
- Children should learn to develop the following skills: communication, assessing risks, managing relationships, making decisions, assertiveness and knowing where and when to seek support (from appropriate adults, other agencies and support groups)

### Aims

The aims of R.S.E. at Edward Betham are to:

- Provide a secure environment in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of the physical development of their bodies as they grow into adults and basic health and hygiene awareness
- Help pupils develop feelings of self-respect and mutual respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

### Curriculum Organisation

Across both Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict through the respectful and appropriately-toned/phrased expression of opinions

These skills are taught within the context of family life.

We teach about R.S.E. through different aspects of the curriculum. We carry out the main Relationships and Sex Education lessons in our P.S.H.C.E. curriculum, and also cover aspects of R.S.E. through other subject areas (for example, Science), which we believe contribute significantly to the children's understanding and knowledge of their own bodies and how these are changing and developing.

In the Early Years Foundation Stage, as part of Understanding the World, we teach the children about the life cycles of various animals. This includes looking at how they have changed since they were born.

In Science at Key Stage One we teach children about how animals and humans move, feed, grow and reproduce and we also teach them about the main parts of the body. In Key Stage Two we teach about life processes and the main stages of the human life cycle in greater depth.

In P.S.H.C.E. we teach children about appropriate relationships and we encourage the children to discuss issues. We teach about the parts of the body, and how these work and we explain to the children what happens to their bodies during puberty. As part of our safeguarding provision, every P.S.H.C.E. lesson in Nursery-Year 6 starts with the **PANTS** rule, which teaches children that their body belongs to them and they should tell an adult if they are upset or worried:

- **P**rivates are private
- **A**lways remember your body belongs to you
- **N**o means no
- **T**alk about secrets that upset you
- **S**peak up, someone can help

Our Summer Term P.S.H.C.E. Scheme of Work addresses Relationships and links to the R.S.E. curriculum:

#### **Year 1**

- To explain how to keep ourselves clean
- To explain why it is important to keep clean
- To explain how we have changed since we were born
- To explore different types of families

#### **Year 2**

- To understand that they have the right to say “no” to unwanted touch
- To identify differences between males and females
- To explore some of the differences between males and females and to understand how this is part of the lifecycle
- To focus on difference and naming body parts

#### **Year 3**

- To explore the differences between males and females and to name the body parts
- To consider touch and to know that a person has the right to say what they like and dislike
- To explore different types of families and who to go to for help and support

#### **Year 4**

- To explore the human lifecycle
- To identify some basic facts about puberty
- To explore how puberty is linked to reproduction

#### **Year 5**

- To explore the emotional and physical changes occurring in puberty
- To understand male and female puberty changes in more detail
- To explore the impact of puberty on the body and the importance of physical hygiene

#### **Year 6**

- To consider puberty and reproduction
- To consider physical and emotional behaviour in relationships
- To explore the process of conception and pregnancy
- To explore positive and negative ways of communicating in a relationship

#### **Teaching Methods**

- Active learning methods encouraging participation by all pupils
- Discussion groups and activities
- Gender groups, small groups or individual discussion applied where appropriate and relevant
- Videos with follow up discussion opportunities.
- Outside visitors may have a role to play in R.S.E. if appropriate (for example, the school nurse)

Lessons should provide an opportunity for children to ask questions in a safe and secure environment, with the opportunity to ask a question anonymously, through a question box. These questions will give staff an insight into pupils’ prior knowledge and any misconceptions or values that may conflict with the aims of this policy. Teachers should answer questions honestly, seeking support from senior staff or the school nurse if needed. Teachers should record children’s questions to support future delivery of R.S.E.

At times, it may be deemed appropriate for boys and girls to be taught separately, for example to enable them to pose questions they may feel uncomfortable asking in a mixed group environment. Wherever possible, pupils will be taught as a whole class in their appropriate year group.

## **Assessment**

We aim to use teaching and learning strategies that create an atmosphere of mutual trust and start from where the children are with their learning and so we start by assessing the current state of knowledge and understanding of the pupils and use this information to inform/adapt our planning. We encourage the children to use appropriate language.

## **The Role of Parents/Carers**

The primary role of a child's sex education lies with the parent or carer and we therefore wish to build a positive and supporting relationship regarding R.S.E. with the parents/carers of children at our school. Our Schemes of Work for [R.S.E.](#) are available on our website, as are our [topic overviews and curriculum maps](#). Parents have the right to withdraw their child from more sensitive lessons but R.S.E. is seen as part of the basic educational entitlement of all pupils. Parents who wish to withdraw their child from certain lessons are required to notify the school in writing prior to the lesson so that alternative provision can be made.

## **Inclusion**

Our school is committed to the provision of R.S.E. to all of our pupils and their differing needs. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of R.S.E. Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs (S.E.N.) are given extra support.

The planning and organising of teaching strategies will be consistently reviewed through e.g. lesson observations to ensure that no pupil is disadvantaged. Teachers will ensure that materials and teaching do not conflict with religious or cultural principles.

## **Child Protection and Safeguarding**

If a child makes a disclosure about sexual abuse or exploitation, the member of staff will address it as a matter of child protection. The teacher will not try to investigate the matter but will inform the Child Protection Officer without delay. All disclosures should be reported to the Designated Child Protection and Safeguarding Lead (DCPSL) and staff will follow the protocol outlined in the school's [Child Protection and Safeguarding Policy](#).

## **Roles and responsibilities**

### **The Governing Board**

The Pupils, Parents and Communities committee of the Governing Board will approve the R.S.E. policy, and hold the Headteacher to account for its implementation.

### **The Headteacher**

The Headteacher is responsible for ensuring that R.S.E. is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of R.S.E.

### **Staff**

Staff are responsible for:

- Delivering R.S.E. in a sensitive way
- Modelling positive attitudes to R.S.E.
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-science components of R.S.E.

Staff do not have the right to opt out of teaching R.S.E. Staff who have concerns about teaching R.S.E. are encouraged to discuss this with the Headteacher.

**Pupils**

Pupils are expected to engage fully in R.S.E. and, when discussing issues related to R.S.E., treat others with respect and sensitivity.

**Policy Development**

This policy was formulated through collaboration between parents/carers, staff, governors, and the Senior Leadership Team. It has been approved by the Governing Board and has been made available to parents/carers via the school website. The policy will be updated in line with any new legislation or advice and reviewed every two years.

**Monitoring and Review**

Monitoring of the R.S.E. scheme of work is done by the P.S.H.C.E. co-ordinator collating medium term plans and advising colleagues on the resources and courses available. The R.S.E. governor will meet regularly with the P.S.H.C.E. co-ordinator and report to the Pupils, Parents and Community Committee.