



Westbury-on-Severn
CE Primary School

Westbury-on-Severn CE Primary School Relationships and Sex Education Policy



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Context:

“The Bible teaches us that marriage is a gift of God in creation and a means of his grace, a holy mystery in which man and woman become one flesh.”

“...Marriage is given as a foundation of family life in which children are born and nurtured and in which each member of the family, in good times and in bad, may find strength, companionship and comfort and grow to maturity in love.”

Church of England Marriage Service (Common Worship)

Guiding Principles

In a Church of England school, Christian beliefs and values should underpin relationships and sex education (RSE) such that:

- Relationships and sex education is taught in the context of marriage and family life
- Relationships and sex education includes learning about physical and emotional development
- Relationships and sex education is part of a wider social, moral and spiritual education process

At Westbury-on-Severn Church of England Primary School we understand the importance of educating pupils about sex and relationships, for making responsible and well-informed decisions in their lives.

The DfE's guidance, 'Sex and Relationship Education Guidance', defines this programme as: "Learning about physical, moral and emotional development; 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 health."

As a Church of England school, we will be aware of the guidance offered by the Diocese of Gloucester on the teaching of RSE and will follow such guidance so as to promote with respect, the context above.

The programme will be taught objectively and does not intend to promote any form of sexual orientation.

Aims and objectives

The RSE programme is an opportunity for pupils to:

- ☐ Develop an understanding of sex, sexuality and relationships.
- ☐ Develop a range of appropriate personal skills.

The aims will be achieved through developing an understanding of:

- ☐ A range of values and moral issues including the importance of family life.

- ☐ The biological facts related to human growth and development, including reproduction.
- ☐ The importance of healthy relationships.

1. Legislation

1.1. This policy will be compliant with the following guidance:

- ☐ DfE 'Sex and Relationship Education Guidance' 2000
- ☐ DfE 'Science programmes of study: key stages 1 and 2' 2013

2. Organisation of the programme

- 2.1. The RSE programme will be developed in conjunction with the views of teachers, pupils and parents by the personal, social and health education (PSHE) coordinator, in accordance with DfE recommendations.
- 2.2. The majority of the programme will be delivered through PSHE, with statutory aspects taught via the science curriculum.
- 2.3. At Key stage 1 and key Stage 2, the topics are broken down into specific areas that will be taught appropriate to pupils' ages.
- 2.4. Elements of the topics for key stage 1 and 2 are statutory in accordance with the [science national curriculum](#) and therefore must be taught. Other areas, which are non-statutory and are suggestions for what could be taught in relation to each year group and the RSE programme, are

3. Key Stage 1

3.1. Pupils in Year 1/2 are taught:

- ☐ About the different ways in which they have changed since they were a baby, including the changes to their bodies.
- ☐ Biological names for various body parts including penis, vagina, testicles and breasts.
- ☐ The different words families may have for these body parts.
- ☐ To match the correct body parts to a male and female.
- ☐ The function of clothing to make us look nice, keep us warm and keep certain parts of our bodies private.
- ☐ About the process of aging and the fact that this cannot be controlled.

4. Key Stage 2

4.1. Pupils in Year 3/4 are taught:

- ☐ that humans reproduce and produce offspring.
- ☐ That women have babies and that in most animals, it is also the female that has babies.
- ☐ About the way a baby grows in its mother's uterus.
- ☐ About the word "puberty", and that this is used to explain when a child's body turns into an adult.
- ☐ About the importance of hygiene.
- ☐ The biological terminology used to describe changes in boys' and girls' bodies as they go through puberty.
- ☐ That puberty is necessary in order for the body to be able to make babies.
- ☐ About stereotypical ideas regarding parenting and family roles.
- ☐ That a baby is made when sperm from a man and a woman's egg joins.
- ☐ That they were made by a sperm and an egg and therefore have some of the characteristics of each of their parents.
- ☐ That girls begin periods once they have entered puberty and that this is a natural process necessary to being able to one day make a baby.
- ☐ To identify some of the changes which have already happened to their bodies (e.g. growing taller) and accepting that they cannot change these.
- ☐ About the importance of relationships, focussing on the development of friendships.

4.2. Pupils in Year 5/6 are taught:

- ☐ More about how girls' and boys' bodies change during puberty, including how they might feel about these changes.
- ☐ About 'self-image' and the idea that how they see themselves is not necessarily how others see them.
- ☐ That attraction to others of the opposite or same sex is a natural part of growing up.
- ☐ About what terms such as "gay" mean, as and when these terms arise.
- ☐ About different situations and scenarios represented in the world around them (e.g. same sex parents).
- ☐ To identify things that they are looking forward to about becoming a teenager and to understand that growing up brings responsibilities.
- ☐ That the legal age for sexual consent is 16.
- ☐ That babies are made during sexual intercourse.
- ☐ That having a baby is a choice which responsible adults make when they are with someone they love.
- ☐ Strategies for the development of positive self-image and self-esteem.

- ☐ To use their knowledge to answer questions their peers may have about getting older.
- ☐ The importance of looking after themselves physically and emotionally.
- ☐ The way in which being physically attracted to someone might change the nature of the relationship that they have with each other.
- ☐ About what to expect in secondary school and to discuss any worries that they might have about this transition.
- ☐ The importance of keeping safe on the internet e.g. sexting. (See e-safety policy)

5. Training of staff

- 5.1. All staff members will undergo training to ensure they are up-to-date with the RSE programme.
- 5.2. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

6. Delivery of the programme

- 6.1. Classes may be taught in gender-segregated groups dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.
- 6.2. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 6.3. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.
- 6.4. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this, are outlined in the E-safety Policy, and Acceptable Terms of Use Agreement.
- 6.5. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.
- 6.6. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.
- 6.7. The programme will be designed as to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.

- 6.8. Teachers will focus heavily on the importance of healthy relationships. Throughout the school, children will learn about families and belonging.
- 6.9. The school understands that pupils with special education needs and disabilities (SEND) are entitled to learn about sex and relationship education, and the programme will be designed to be inclusive of all pupils.
- 6.10. Teachers will understand that they may need to be more explicit and adapt their planning of work in order to appropriately deliver the programme to pupils with SEND.
- 6.11. At all points of delivery of this programme, parents/carers will be consulted and their views will be valued. What will be taught and how, will be planned in conjunction with parents/carers.
- 6.12. External experts may be invited to assist from time-to-time with the delivery of the sex and relationship education programme, but will be expected to comply with the provisions of this policy.

7. Working with parents

- 7.1. The school understands that the teaching of some aspects of the programme may be of concern to parents/carers.
- 7.2. The school will ensure that no teachers express their personal views or beliefs when delivering the programme.
- 7.3. Parents/carers will be regularly consulted on the content of the programme, through meetings and letters, and the programme will therefore be planned in conjunction with parents/carers.
- 7.4. The school respects the legal right of parents/carers to withdraw their child from all or part of the RSE programme, except for those statutory parts included in the science national curriculum.
- 7.5. A list of the statutory topics included in the science national curriculum at the different key stages, can be found in Appendix 2 – Science national curriculum.

8. Equal opportunities

- 8.1. The school understands and abides by The Equality Act 2010, and fully respects the rights of pupils and staff members, regardless of any protected characteristics that he/she may have.

- 8.2. The school is dedicated to delivering the RSE programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

9. Confidentiality

- 9.1. Confidentiality within the classroom is an important component of RSE, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

10. Safeguarding

- 10.1. If a disclosure is made by a pupil during any RSE lesson, then teachers must bring this to the attention of the Designated Safeguarding Lead (DSL) or Deputy safeguarding lead in the absence of the DSL. Any disclosures made that may indicate, or cause suspicions of inappropriate behaviour or potential abuse, will be dealt with according to the school's Safeguarding/Child Protection Policy.

11. Bullying incidents

- 11.1. The school has a zero tolerance approach to bullying. Any bullying incidents caused as a result of the RSE programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.
- 11.2. Any occurrence of these incidents should be reported to a member of school staff, who will then discipline the pupil once he/she is on school premises.
- 11.3. These incidents will be dealt with following the process in our Anti-bullying Policy. The Head Teacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

12. Monitoring and review

- 12.1. This policy will be reviewed by the Head Teacher in conjunction with the PSHE coordinator on an annual basis.
- 12.2. Any changes needed to the policy, including changes to the programme, will be implemented by the Head Teacher.
- 12.3. Any changes to the policy will be clearly communicated to all members of staff involved in the RSE programme.

Appendix 1 – Letter to parents/carers

Dear Parent/carers,

RE: Relationships and sex education (RSE) at Westbury-on-Severn CE Primary School

Government guidelines outline that, from the age of 11, it is compulsory for all schools to provide a relationships and sex education programme.

At Westbury-on-Severn CE Primary we believe that it is important to provide our pupils with a thorough and balanced curriculum, including age-appropriate information about sex and relationships, in accordance with the guidance offered by the Diocese of Gloucester.

The details of what will be taught to the various year groups is detailed in the school's relationships and sex education policy, which can be accessed on our school website www.westburyceschool.co.uk or in hard copy via our office.

Though schools must provide relationships and sex education for pupils, only aspects of the science national curriculum are compulsory for pupils to learn. Therefore, as parents/carers, you are entitled to request that your child be removed from relationships and sex education lessons. Such requests should be submitted to myself, the Head Teacher, who will discuss this with you and your child's teacher and determine an appropriate substitute for these lessons. In most instances, children will be provided with self-directed reading or exercises which they can complete under the supervision of another member of staff.

If you have any concerns or queries about your child's participation in these lessons, please do not hesitate to contact either myself or your child's class teacher to discuss these.

Yours sincerely,

David Crunkhurn
Head Teacher

Appendix 2 – Science national curriculum

In accordance with the DfE's 'Sex and Relationship Education Guidance' 2000, there are certain aspects of relationships and sex education which are compulsory for pupils to learn as they progress through the key stages.

Key stage	Pupils must be taught:
Key stage 1	<ul style="list-style-type: none">• That animals, including humans, move, feed, grow, use their senses and reproduce.• To recognise and compare the main external parts of the bodies of humans.• That humans and animals can produce offspring, and they grow into adults.• To recognise similarities and differences between themselves and others.• To treat others with sensitivity.
Key stage 2	<ul style="list-style-type: none">• That nutrition, growth and reproduction are common life processes for humans and other animals.• About the main stages of the human life cycle.