



Amotherby Community Primary School

Policy for Sex and Relationships Education.

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3		

Amotherby CP School Policy for Sex and Relationships Education.

Introduction

This policy covers our school's approach to the teaching of Sex and Relationships Education and provides information about the statutory entitlement for children in line with the Department for Education guidance and advice. This policy was produced following guidance from the Department for Education (Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019) and the NYCC Key stage guidance documents and also through consultation with teaching staff, parents/carers and governors. This policy is available to parents/carers on the school website and a hard copy can be requested from the school office. This policy will be reviewed on a regular basis (yearly) to ensure that it continues to reflect the attitudes and belief of the school and its pupils and also continues to follow up to date guidance from the Government and the DfE.

Our overarching aims for Relationships and Sex Education (RSE) at Amotherby School is to assist young people in preparing for adult life by supporting them through their physical, emotional and moral development and helping them to understand themselves, respect others and form and sustain healthy relationships and this is why we feel it is important for our pupils and our school. We also ensure RSE fosters gender equality and LGBT+ equality.

Relationships education definition

The Department for Education defines relationships education as, teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults. Amotherby CP School has the aim of promoting the principles of positive and healthy relationships, both online and offline, with family, friends and others whilst also recognising that families and relationships take on many forms. We also promote an understanding of boundaries and how to deal appropriately with unhealthy relationships. We understand the importance of teaching children about appropriate and inappropriate touching and consent and we also see the importance of teaching our children that their body is special and belongs to them.

Sex education definition

Sex Education has links with and builds on our Science curriculum where children are taught about the external body parts, about growth from birth to old age and reproduction in some animals and plants. At Amotherby CP School we understand the importance of Sex Education and its role in preparing children for the changes they will undertake physically and also the importance of learning about sex, sexuality, emotions, relationships and sexual health. We also see the importance in teaching our children the correct terms for their private body parts and use these within our teaching.

Teaching and delivery of RSE lessons

Our RSE programme is an integral part of our whole school PSHE education provision. The relationships aspects are appropriately taught throughout the year within the PSHE curriculum but is predominately taught in the summer term during the topic 'Me and my relationships'. These objectives are in line with the NYCC Key stage guidance documents.

In key stage 1, Sex and relationships education means laying the foundation of understanding about growth and changes and also about different relationships, both online and offline, and respect for one another. All sessions will be at an age appropriate level and by the end of Key stage 1 will have included:

- Recognising healthy relationships both online and offline and also negative behaviours such as teasing and bullying.
- Recognising different types of relationships, including same sex families.
- Respecting different relationships and ethnicities.
- Recognising how to be a good friend.
- Understanding what we mean by privacy and respect and respecting others privacy.
- Knowing the names for the main body parts, female and male, and why it is important to keep them private.
- Understanding about changes that have happened since birth.
- Understanding about change and loss and the associated feelings.

Key stage 2, Sex and relationships education means preparing children for the changes that accompany puberty and offering them advice about how to deal with their physical and emotional changes. It also develops further understanding of the different relationships, both online and offline, and respect for one another. All sessions will be at an age appropriate level and by the end of Key stage 2 will have included:

- Understanding the physical and emotional changes children will go through at puberty
- Understanding how to look after their body and health as they go through puberty
- Knowing about human reproduction including conception
- Recognising the different risks in different situations both on and offline and then deciding how to behave responsibly.
- Understanding what kind of physical contact is acceptable or unacceptable.
- Understanding that civil partnerships and marriages are examples of stable, loving relationships freely entered into by both people (include same sex relationships)
- Knowing that relationships change over time and the features of a positive healthy relationship both on and offline (including friendships)
- Realising the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying, homophobia, transphobia and biphobia and racism which can happen both on and offline on individuals and communities
- Recognising and challenging discrimination and stereotyping which can happen both on and offline (including cultural, ethnic, religious diversity, sexuality, gender and disability)

- Understanding the nature, causes and consequences of hate crime which can happen both on and offline.
- Understanding loss, divorce and bereavement and the associated feelings.

Specific Sex education aspects are taught in the summer term. These include:

In Year 4, a discussion of body changes and emotions as children get older and the importance of taking care of their own bodies. This will be taught by the Class teacher and is a building block to the Year 5 session.

In year 5, a discussion of menstruation for Year 5 boys and girls covering the physical and emotional changes children will go through at puberty and also how to look after their body and health covering menstruation, naming male and female body parts, using the correct terminology and personal hygiene.

In Year 6, sex education sessions will be delivered to Year 6 girls and boys covering menstruation, naming male and female body parts, using the correct terminology, personal hygiene and conception.

All of the sessions for Year 5 and 6 are taught by the class teacher and will involve watching video clips which explain the SRE and body changes appropriate for the age group. At Amotherby CP School we use the Busy Bodies resources and these resources can be viewed at: https://www.healthpromotion.ie/health/inner/busy_bodies.

We do not separate our classes into girls and boys for any of the sessions, including lessons around puberty. We believe it is important for both girls and boys to learn about each other's bodies, changes and experiences.

We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology, we believe it is better that children receive age appropriate answers from us than it being left to their peers or the internet.

Legislation

Revised Department for Education guidance states that relationships education is compulsory in all Primary Schools and therefore all schools must deliver relationships education. Sex education is not compulsory in Primary Schools and therefore parents have the right to withdraw children from some or all aspects of sex education, which are not part of the science curriculum, but not relationships education.

Withdrawal

Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of the statutory RSE however, relationships education is compulsory in all Primary Schools and therefore children cannot be withdrawn from this. If parents decide to do so, the Headteacher must receive prior notification in writing and will discuss the request with parents and, as appropriate, with the child to ensure that wishes are understood. Any children withdrawn will be accommodated in another class while the withdrawn activities take place.

Roles and responsibilities

The RSE programme will be led and monitored by the PSHE lead and the Headteacher. It will be taught by class teachers and will be supported by teaching assistants, governors and parents. We believe it is important that lessons are delivered by classroom teachers as it highlights to the children that relationship and sex education is something we can all talk about. Our classroom teachers know our children and so this means class teachers are more likely to be aware of any additional needs, support or particularly sensitive topics that may make a child in their class vulnerable due to some of the sensitive nature of the topic. We believe this makes them ideally placed to deliver the material sensitively to all children in their class. Teaching staff will receive guidance, updates and advice from the PSHE lead who will attend training to support both teachers and pupils.

Parental involvement

At Amotherby CP School we view the partnership of home and school as vital in providing the correct context for learning and therefore are committed to working with parents and carers. As part of our whole school approach to RSE, parents will be notified of the dates of the Year 5 and Year 6 Sex education sessions, which take place within the summer term, and will be asked for permission for their child to attend these. Parents are also given the opportunity to view materials and resources prior to the sessions taking place and are also invited to attend the sessions with their children if they feel this is right for them.

Safe and effective practice

A range of teaching methods and activities are used to ensure all children are able to access the Sex and Relationships curriculum, including those with special educational needs and disabilities (SEND). Teachers will assess the prior knowledge and abilities of the children and will reflect on their own practice to help tailor sessions accordingly. All sessions will be at an age-appropriate level designed to meet the needs of all children and will use high quality resources such as books and films to support and promote understanding.

We will ensure a safe learning environment by establishing and agreeing ground rules and opportunities will always be given for children to ask questions. This may take the form of class or group discussions or may take the form of a comment placed in a comment box.

Pupils' questions will be answered by the class teacher either as a class, group or on an individual basis depending on the question. However, any questions raised by pupils which are not appropriate to be answered in front of others or that are directly concerning the act of sexual intercourse or sexually transmitted diseases or any other content we deem sensitive issues will not be answered in front of the whole class and instead the class teacher may say: "that is a fantastic question, hold that thought, I am going to set everyone some work and I will come and talk to you and answer your question in a minute when everyone else is working" or the class teacher may respond by saying: "That is a brilliant question, I would like to give you an equally brilliant answer, so let me have a think about it and once I know the best way to explain it clearly I will come back to you." This will then allow teaching staff time to think, seek help, advice or support from colleagues, or to speak to senior management. This information will then be relayed back to parents/carers by letter or phone call so that they can answer them in the home environment.

If a child asks a question we know parents may be uncomfortable with, staff may choose to delay answering the question (as above) until they have spoken to the parent/carers if possible and talk through their response.

Teachers will answer questions, openly, honestly, scientifically and factually without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either parties vulnerable.

LGBT

At Amotherby CP School we teach our pupils about Lesbian, Gay, Bisexual and Transgender (LGBT) relationships throughout our PSHE curriculum rather than deliver it as a standalone unit or lesson. We ensure that this is fully integrated into our programmes of study for PSHE and that our teaching is sensitive and age appropriate in both our approach and content of lessons.

Assessment, monitoring and evaluating

Teachers will critically reflect on their work in delivering RSE. Pupils learning will be assessed by their class teacher against the end of year key stage requirements and each year groups learning objectives. This information is then passed onto the Subject leader and Head teacher for monitoring and evaluating. Pupils will also be given the opportunities to review and reflect on their own learning during lessons and pupil voice will be used to influence teachers in adapting and amending planned activities.

Child protection and safeguarding

Our school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable, how they can keep themselves safe, how to share a concern and complain. Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue and any disclosures made by a pupil relating to incidents of sexual or other forms of abuse will be treated as a child protection issue and advice from Social Services will be sought in accordance with the North Yorkshire Child Protection Policy and Guidance. Confidentiality will be maintained at all time if such incidents occur and teachers will consult with the designated safeguarding lead and in his /her absence their deputy safeguarding lead. We recognise the importance for children to have a trusted adult who they can disclose information to and therefore children will be informed of whom the designated safeguarding lead is but also of whom they can talk to, both in and outside of school.

Reviewing the policy

This policy will be made available to parents/carers and will be available via the school website. It will be reviewed on an annual basis by the governing body, the Headteacher and the Subject leader to ensure it is meeting the needs of our school.