



# **Landulph School**

## **Relationships and Sex Education Policy**



### **Introduction**

We have based our school's Sex and Relationships Education Policy on the DfEE guidance document 'Sex and Relationship Education Guidance' (ref DfEE 0116/2000).

In this document, 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 and relationships education is part of the personal, social and health education curriculum in our school. While we use sex and relationships education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allow children to ask and explore moral questions.

### **Principles and Values**

In addition to this Landulph School believes that Relationships and Sex Education (RSE) should:

- be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life;
- be an entitlement for all young people;
- encourage every student to contribute to make our community and aims to support each individual as they grow and learn;
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness;
- encourage students and teachers to share and respect each other's views;
- generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment;
- recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes;
- recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

### **Aims and Objectives**

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health in order to:

- enable our pupils to better understand the nature of human relationships;
- enable pupils to see the importance of marriage and stable loving relationships for the bringing up of children;
- prepare pupils for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.

In Landulph school RSE has three main elements, all of which are important for a balanced RSE programme:

### **Attitudes and values**

- Learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making.

### **Personal and social skills**

- Learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- learning how to recognise and avoid exploitation and abuse.

### **Knowledge and understanding**

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay, including the avoidance of unplanned pregnancy.

### **Organisation and Content**

Landulph School specifically delivers Relationships and Sex Education through a progressive scheme of work from Foundation to Year 6. The Christopher Winter Project is supported by Cornwall Healthy Schools and has been quality assured by the PSHE Association, offering an SRE curriculum which links to our Personal, Social and Health Education (PSHE).

In the delivery of RSE, teachers will use a variety of teaching methods and resources. The following are recognised methods for the effective delivery of RSE and have been suggested as part of the Christopher Winter Project training all teaching staff received:

- Discussion
- Drama and role play
- Research and presentation
- DVD programmes- The Christopher Winter Project- Teaching RSE with Confidence and Channel 4 Learning- Living and Growing

Teachers will also use other teaching methods to enable pupils to learn about RSE which are age appropriate, taking into account the developmental needs of individual pupils. Parents are welcome to discuss with teachers their approach to RSE and the methods of teaching and learning to be used. RSE is normally delivered in mixed gender groups. On occasions, however, it may be deemed more appropriate for topics to be covered in single sex groups. This is particularly true in Year 5 and 6 when discussing the changes at puberty. Some lessons are delivered with boys and girls and some in single sex groups. At Landulph School, we believe it is important that both gender groups learn about what the changes are for the opposite gender.

RSE will be delivered as suggested by guidance from the Christopher Winter Project:

### **Year 1 Growing and Caring for Ourselves**

Lesson 1: Keeping Clean

Lesson 2: Growing and Changing

Lesson 3: Families and Care

### **Year 2 Differences**

Lesson 1: Differences: Boys and Girls

Lesson 2: Differences: Male and Female

Lesson 3: Naming the Body Parts

### **Year 3 Valuing Differences and Keeping Safe**

Lesson 1: Differences: Male and Female

Lesson 2: Personal Space

Lesson 3: Family Differences

### **Year 4 Growing Up**

Lesson 1: Growing and Changing

Lesson 2: Body Changes and Reproduction

Lesson 3: What is Puberty?

### **Year 5 Puberty**

Lesson 1: Talking about Puberty

Lesson 2: Male and Female Changes

Lesson 3: Puberty and Hygiene

### **Year 6 Puberty and Reproduction**

Lesson 1: Puberty and Reproduction

Lesson 2: Relationship and Reproduction

Lesson 3: Conception and Pregnancy

Assessment is carried out at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

### **The Role of Parents**

The school is well aware that the primary role in children's relationships and sex 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 cooperation.

In promoting this objective we:

- inform parents about the school's Sex Education policy 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 arrangement for sex education in the school;
- provide opportunities for parents in Year 5 and 6 to watch the videos used as part of this curriculum.

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from relationships and sex education lessons, they should discuss this with the Head of School 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 Community Members:**

We encourage 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 Team and other professionals including our School Support Worker will be consulted when necessary.

## **Equal Opportunities**

Landulph School is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support. In consultation with Cornwall Healthy Schools, we will follow a programme designed for children and young people with learning disabilities created by Leeds NHS.

## **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 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, our Child Protection Policy will be followed.

### **If a child makes an allegation or disclosure of abuse against an adult or other child or young person, staff will:**

- stay calm and listen carefully;
- reassure the child that s/he has done the right thing in telling you;
- not investigate or ask leading questions;
- let the child know that s/he will need to tell the DSL;
- not promise to keep what they have been told a secret;
- inform the DSL as soon as possible;
- make a written record of the allegation, disclosure or incident which will be signed, and dated using the school's safeguarding record procedure

### **Confidentiality and Information Sharing**

Information sharing is vital to safeguarding and promoting the welfare of children and young people. A key factor identified in many serious case reviews (SCRs) has been a failure by practitioners to record information, to share it to understand its significance and then take appropriate action.

- We recognise that all matters relating to child protection are confidential.
- The Headteacher/Principal or DSL will disclose personal information about a student to other members of staff on a need to know basis only.
- All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff are aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being, or that of another.
- We will always undertake to share our intention to refer a child to Cornwall Council's Directorate for Education, Health and Social Care with their parents/carers, unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Multi-Agency Referral Unit (MARU).

### **Landulph School Child Protection Policy Spring 2016**

## **Monitoring and Evaluation**

It is the responsibility of the PSHE Co-ordinator to oversee and organise the monitoring and evaluation of PSHE and RSE, in the context of the overall school plans for monitoring the quality of teaching and learning.

Policy Author: Florence Neeves

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