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Totley All Saints  
Church of England Primary School

# Relationships & Sex Education Policy



Reviewed: Spring 2021

Approved by Governors: Spring 2021

Date of next review: Spring 2023 change when finalised



# Relationships &

# Sex Education Policy

## Introduction:

At Totley All Saints, we aim to provide a caring environment where every child can thrive and is supported to achieve their unique & amazing potential as a child of God. As such, we regard our Relationships & Sex Education (RSE) Programme as an important means of helping children to make sense of growing up as well as answer some of the bigger questions in life.

We also aim for our Relationships & Sex Education programme to promote pupils' self-esteem, emotional development and resourcefulness as well as enable children to form and maintain satisfying relationships. We also know that this begins a lifelong process of relationships and feelings, acquiring information, developing skills and forming positive beliefs and attitudes about sex and sexuality. As such, we want to help young people to learn to respect themselves and others and to move with confidence from childhood, through adolescence and into adulthood.

In line with the *Valuing All God's Children* document (CEEO, Autumn 2017) we believe that our Sex & Relationships Education should be empowering for all pupils, regardless of gender, gender identity, sexuality, ethnicity, faith, ability and disability. It must also promote gender as well as LGBT equality; challenge all discrimination as well as ensure that our children understand that there are a variety of relationships & family patterns in the modern world.

## Main Elements of SRE:

At Totley All Saints, there are three main elements to our Relationships & Sex Education Programme:

1. **Attitudes and Values** – This includes: learning the value of love, respect and care; learning the value of family life, marriage and stable loving relationships within different family makeups for the nurture of children.
2. **Personal and Social Skills** – This includes: learning to manage emotions and relationships confidently and sensitively; making choices and understanding differences and without prejudice. It includes being aware of and recognising the dangers of child sexual exploitation and taking sensible and firm action to avoid this, i.e. following Esafety rules, avoiding social media and chat rooms (especially when underage) and reporting intrusive responses both online and to an adult.
3. **Knowledge and Understanding** – This includes: learning and understanding the physical development at appropriate stages as well as understanding human sexuality and reproduction. This includes the contribution of Science whereby babies can be made in different ways such as IVF, sexual health, emotions and relationships.

Whilst some elements of the programme may be taught throughout the year as part of Science curriculum (particularly Y2 & Y5 in the 'Animals Including Humans' and Y6 in their 'Evolution & Inheritance' topics) most of it will be taught during the spring term as part of our Personal, Social, Health & Emotional (PSHE) curriculum. As part of this work, we cover the various 'life processes' (MRS NERG) for both animals & humans but will have a particular focus on relationships, healthy living & growing up.

### **At Totley All Saints, we believe that Effective Relationships & Sex Education:**

- Is delivered as part of the curriculum and is an integral part of the PSHE and Science curriculum.
- Is provided early: before puberty, before feelings of sexual attraction and before young people develop sexual relationships.
- Is taught together in class groups though may be separated as and when appropriate.
- Is the entitlement of each child in school.
- Is empowering for all pupils, regardless of sexuality, gender, ethnicity, faith, ability or disability.
- Is covered with great sensitivity & provide opportunity for children to reflect, ask questions and to discuss their views on this vital aspect of life & learning.
- Offers a positive and open view of sex and sexuality and supports sexual self-acceptance.

### **Coverage:**

The content covered as part of each year group can be seen in our *Growing Up at Totley All Saints Booklet* (please see our school website & click on the link for a copy or ask your child's class teacher for a copy). This leaflet provides information about the content for each year group & can also provide parents & carers with a helpful starting point to discuss issues that can be hard to broach. Parents & carers are informed of planned RSE sessions in curriculum news information sheets on a termly basis.

### **Responsibilities:**

- It is the responsibility of the Governing Body to ensure that RSE is taught within the parameters of the PHSCE and Science curriculum and that it is an entitlement of every child
- Governors will ensure that that staff and parents are consulted about the content and delivery of the curriculum through the annual sending out of the Growing Up at Totley All Saints Booklet. This involves subject leaders, staff, governors and parents. Children may be consulted through the School Council where necessary.
- Parents are informed of their right to withdraw their child from part or the entire SRE programme **except for those parts which fall within the statutory National Curriculum for Science**. This is on the website and is publicised each year via the school newsletter & year group letter to parents.
- The Growing Up at Totley All Saints Booklet provides an overview of the RSE programme and is sent out to parents during the spring term. Parents also have the opportunity to look at the materials used as well as watch the DVD programme used on request.
- The PSHE & Science Subject Leader monitors and evaluates RSE teaching and learning and reviews and update RSE policy and materials and resources.

### **Sensitive Issues:**

From time to time, sensitive issues will be raised by pupils. It is important that all individuals concerned with the delivery of RSE in school are aware of the agreed values framework (see attitudes and values above). Parents and others should be reassured that the personal beliefs and attitudes of a teacher should not influence the teaching of RSE. The issues concerned may include contraception, abortion, safe sex, HIV and other sexually transmitted diseases, sexual identity or orientation, homophobic bullying and different families.

It is important to acknowledge that pupils may hear these terms through different sources such as the media and need to feel able to ask for further information. The response from the member of staff will be appropriate to the child's age and maturity and thought will be given to whether the response is appropriate in a class, small group or individual situation. The detailed lesson planning will clearly state the content that will be covered. Questions will always be treated with respect and with a caring response. Staff and other adults will always be sensitive to underlying problems which may be worrying a child.

The main guide lines in this situation are:

- be sensitive;
- is the context appropriate?
- is the question relevant to the content of the lesson?
- is the group ready in terms of maturity?

In such instances, teachers may answer a question with the response *"We are not learning about this in Y... You may ask your parent / carer when you get home. You will learn more about this in Y.. (if known).*

If staff have a concern, then parents may be contacted.

### **Confidentiality:**

Staff should be clear about the boundaries of their legal and professional roles and responsibilities. They should be familiar with the procedures set out **DfE 'Keeping Children Safe in Education' as stated in regular Safeguarding Training.** Teachers cannot offer or guarantee absolute confidentiality.

In certain circumstances a child may wish to confide in a trusted member of staff. They should be made aware before any disclosure that information may have to be passed on to the Designated Safeguarding Lead Officer (DSLO – Trudi Brown or her Deputy, Karole Sargent). If there is a concern about the child's safety, then teachers and the DSLO will follow the guidelines in the Sheffield Safeguarding Policies adopted by the school.

### **Right of Withdrawal:**

Parents have the right to withdraw their children from all or part of RSE sessions, except those elements taught as part of the National Curriculum Science.

Any parent wishing to discuss this aspect of the curriculum in more detail should contact the class teacher or Executive Headteacher / Head of School for more information.