



**George Carey Church of England
Primary School**

**Healthy Relationships and Sex Education
Policy**

A Christian school for all, at the heart of the local community, where children grow together in knowledge, understanding, friendship and love

HEALTHY RELATIONSHIPS and SEX EDUCATION

DEFINITION

Healthy Relationships and Sex Education is the lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It is about the understanding of the importance of all forms of marriage and family life, stable and loving relationships, respect, love and care.

Effective Relationships and Sex Education (RSE) as part of PSHE (Personal Social Health Education), along with Science, other National Curriculum subjects and within a whole school approach, is essential if children are to make responsible and well informed decisions about their lives. It gives children the essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

CONTEXT- Why education about Healthy Relationships and sex is important in our school

High quality education about Healthy Relationships and Sex helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Healthy Relationships and Sex Education plays a vital part in meeting schools safeguarding obligations. Both the Department for Education (DFE)¹ and Ofsted² are clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships including the need to protect pupils from inappropriate online content, cyberbullying and exploitation.
- Schools maintain a statutory obligation under the Children Act to promote pupils well-being and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. An effective RSE programme can have a positive impact on pupils health and well-being and their ability to achieve and can play a crucial part in meeting these obligations.
- Schools have a clear duty under the Equality Act 2010 to ensure that teaching is accessible to all pupils. Inclusive RSE will foster good relations between pupils and tackle all types of prejudice – including homophobia – and promote understanding and respect.
- Barking and Dagenham continues to report high levels of domestic violence. Addressing this remains a priority for the Local Authority. Schools have a role to play in addressing this by educating young people about healthy relationships and providing guidance on where children and young people can access further sources of support, advice and guidance

¹ March 2015, Dept. of Ed. ' Keeping children safe in education for schools and colleges' DFE – 00129-2015

² March 2015 , Ofsted, ' Inspecting safeguarding in maintained schools and academies'

- Our school is committed to the Healthy Schools London Standard, whereby having a comprehensive education programme about healthy relationships and sex is a key element.

PURPOSES

Healthy relationships and sex education has three main elements:-

Attitudes and values

- Learning the importance of values and individual conscience and moral understanding;
- Learning the value of all forms of family life and partnerships, and stable and loving relationships for the importance of children, including the safeguarding and the nurturing of children.
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas; and
- Developing critical thinking as part of decision making.

Personal and social skills

- Learning to manage emotions and relationships confidentially 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 and domestic violence; and
- Learning how to recognise and avoid exploitation and abuse, including on line

Knowledge and understanding

- Learning and understanding physical development at appropriate stages (puberty – child to adult);
- Understanding human sexuality, reproduction, sexual health, emotions and relationships;
- Understanding the nature and diversity of relationships and sexuality.

Healthy relationships and sex education- its place in the curriculum.

The National Curriculum framework (DfE 2013) states

'Every state –funded school must offer a curriculum which is balanced and broadly based and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life'

The National Curriculum clearly states that all state schools should 'make provision for personal, social, health and economic education (PSHE) and that 'sex and relationships education is an important part of PSHE education

Statutory sex education is taught as part of the science programmes of study at Key Stages 1- 3

Further information regarding the RSE programme at George Carey CofE School can be found in the PSHE curriculum document which is published on the school website. [See Appendix 1]

Effective relationships and sex education

George Carey CofE School adheres to the principles of high quality relationships and sex education within PSHE and is:

- planned to ensure it is age appropriate and relevant to pupils at each stage in their development and maturity for example girls should be prepared for menstruation before the menarche
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values,
- has sufficient time to cover a wide range of topics with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills and accessing services
- is medically and factually correct
- teaches pupils about the law and their rights
- helps pupils understand on and offline safety, consent, violence and exploitation
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences.
- is inclusive of difference; gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief or other life experience.
- helps pupils to understand a range of views and beliefs about relationships and sex in society
- is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent.
- uses engaging learning methods and is rigorously planned, assessed and evaluated.
- Uses teaching and learning resources which are quality assured and having regard to the age, religion and cultural background of the pupils concerned.

Working with parents and carers and the wider community

George Carey CofE Primary School works in partnership with parents/carers and the Governors, health professionals and others in the wider community to ensure that the schools RSE maintains the culture and ethos of the school and wider British Values.

Parents are welcome arrange an appointment to discuss the schools RSE programme and should contact the deputy head teacher.

Parents have the right to withdraw their children from all or part of the RSE programme in PSHE lessons. If parents withdraw their children from RSE in PSHE it is important that they accept responsibility for their child's RSE

Parents and carers *do not* have the right to withdraw pupils from the RSE which takes place as part of the Statutory National Curriculum for Science.

George Carey CofE Primary School will inform parents annually as to when RSE will be taught in PSHE. Parents who wish to withdraw their child are required to express this in writing before the RSE module begins.

The school actively co-operates with other agencies such as the Local Authority PSHE Health and Personal Development advisor, local Health Promotion Units and from a range of national statutory bodies and voluntary organisations such as the PSHE Association. Visitors who contribute to the programme within the school will be informed of the values held within this policy and are required to comply.

Confidentiality and safeguarding in the context of RSE lessons

Staff cannot offer or guarantee pupils unconditional confidentiality. Pupils are reminded that lessons are not a place to discuss their personal experiences and issues through the establishment of groundrules.

Staff are legally bound to inform the Child Protection Lead (Safeguarding) of any disclosure. Staff should inform the designated member of staff for Child Protection if sexual abuse is suspected, teachers should follow the school's Child Protection procedures.

Any visitor to the classroom is bound by the schools safeguarding policy, regardless of whether they, or their organisation has a different policy. Visitors are made aware of this.

All staff, visitors and members of the school community have a responsibility to ensure the safety and welfare of our pupils.

How does RSE relate to equal opportunities?

The school's policies for equal opportunities and equalities also underpin the teaching of RSE. RSE can act as a basis for promoting equality between individuals and groups. We work to ensure that our RSE is relevant and accessible for all our pupils and that it is appropriate for all levels of understanding and maturity, catering for all pupils, their families, and is respectful of how pupils choose to identify themselves. This means that RSE is sensitive to the different needs of individual pupils, their families and may evolve and adapt over time.

Monitoring and evaluation

The RSE programme within PSHE is monitored and evaluated by the PSHE Lead. Learning walks, lesson observations and work scrutiny all contribute to the monitoring of the PSHE curriculum.

The RSE programme within Science is monitored and evaluated by the Science Lead. Learning walks, lesson observations and work scrutiny all contribute to the monitoring of the science curriculum.

This policy was reviewed and updated in January 2016 in consultation with stakeholders and ratified by Governors on

The next review of the SRE policy will be in January 2018, however we will update and amend the policy according to local and National trends and strategies.

Key staff involved in this policy

Appendix

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