



Healthy Relationships and Sex Education Policy

2017-2018

Agreed: September 2017

Review date: September 2018

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

This policy was produced after consultation between staff, parents and our Board of Governors.

A. Our School

The school is a co-educational, academically non-selective day school, with approximately 720 children on role.

B. Definition

Relationships and Sex Education is an age appropriate developmental process focusing on building knowledge and life skills over time in a way that prepares pupils for issues they will soon face. Through children's learning we ensure and help cultivate a healthy attitude towards themselves and others, particularly in the area of sexuality and relationships.

C. The aims of our Relationships and Sexuality Education Programme

Healthy Relationships and Sex Education is a lifelong learning about the emotional, social and physical aspects of growing up. It is about the understanding of the importance of stable and loving relationships, to respect, love and care for one another.

Children will focus on:

- different types of relationships, including friendships, family relationships, dealing with strangers.
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health
- healthy relationships and safety online

Relationships and Sex Education (RSE) is an effective part of the PSHE (Personal, Social, Health Education) curriculum.

D. Guidelines for the management and organisation of Relationships and Sexuality Education in our school

- Curriculum – The school follows the Jigsaw scheme of work which covers all legal requirements for teaching and learning.
- Activities are adapted to match children's needs, motivation and abilities.
- All year groups have a hard copy of the Jigsaw scheme in their new areas.
- The curriculum is maintained by the R.E, Collective Worship, PSHE and SRE Standards Team who report to the Senior Leadership Team regularly.

E. Informing and Involving Parents

- Parents are the primary educators of their children and their role in education concerning relationships and sexuality is seen by the school as very important. At George Carey Primary CofE Primary School the views expressed by parents will be taken into account when reviewing this policy. A copy of this policy will be made available to any parent on request to the school office.

F. Offering Advice

- The school's function is to provide a general education about sexual matters and issues. Any child that would like more information and advice can approach our welfare team to do so and all children are made fully aware who these members of staff are at also where to find them. With regards to explicit questions in class teachers may choose to say that they will deal with that question at the end of the lesson and may choose to have a confidential conversation with the child or direct the child to the welfare team.

G. Confidentiality

It is the school policy that in circumstances where a child is considered at risk of any type of abuse in breach of the law, the teacher must refer this immediately to the Designated Safeguarding Lead (DSL).

The following procedures are also in place within our school:

- a) Teachers must not promise absolute confidentiality:
- b) Children must be made aware that any incident may be conveyed to the DSL and Headteacher.
- c) Teachers must use their professional judgement to decide whether confidence can be maintained having heard the information.
- d) Teachers must indicate clearly to children when the content of a conversation can no longer be kept confidential. For further information please refer to our school Safeguarding Policy.

H. Withdrawing children from the RSE programme

- At George Carey CofE Primary School we work in partnership with our parents. If parents have any concerns about the teaching of RSE we will always meet with you and endeavour to resolve your concerns.
- Parents do have the right to withdraw their child/children from the teaching of RSE, but we do respectfully encourage them not to do so.
- Parents do not have to give their reason for withdrawing their child but we respectfully invite them to do so as sometimes we can then resolve misunderstandings.

I. Using Visiting speakers and others

- It is our school policy that most of the RSE programme is best discussed openly with teachers who the children are familiar with and trust. However occasionally visitors are invited in to enhance the quality of provision and will be used in addition to, not instead of our planned school RSE programme.
- The visitor will receive our RSE policy well in advance of a visit and the organiser will always make the visitor aware of our school ethos and the manner of delivery of the RSE programme.
- Visitors will be given advance notice of the composition of the class they are visiting and an idea of how their contribution will fit into the scheme of work.

J. Special Needs

- Children with special needs may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of

behaviour are and are not acceptable, and in being warned and prepared against abuse by others.

K. On-going support, developmental and review

- Training:
 1. All teachers involved in this work do not necessarily have to be 'experts' on the issues concerned. However, they do require sensitivity to the needs of the group, an ability to deal with questions openly/honestly and preparedness to refer to more expert advice if necessary. The skills acquired in general teaching apply also to health education.
 2. The school will always facilitate teachers to obtain expert training in this field, bearing in mind the overall budgetary framework of the school.

L. Monitoring, evaluating and reviewing the RSE programme.

- We are committed to monitoring and evaluating the effectiveness of this programme. Specifically important to the RSE Programme are:
 - a) Pupil feedback
 - b) Staff review and feedback
 - c) Parental feedback.

The next review of this policy will be in September 2018, however we will update and amend the policy according to local and national strategies.
