



Cornerstone Church of England (VA) Primary School

*Building our Community with Love,
Forgiveness and Hope*



RELATIONSHIPS AND SEX EDUCATION POLICY

Reviewed By	School Improvement committee	Authorised by	School Improvement committee
Last Review	Summer 2020	Date	14/7/2020
Next Review	Summer 2022	Review Cycle	Bi-annually

Policy Statement

At Cornerstone Primary we believe that Relationships and Sex Education (RSE) provides the basis for developing children's positive attitudes, values and inclusive appreciation towards themselves and others. Through a planned and structured approach, children will develop a positive and resilient sense of self as well as a respect and responsibility for themselves and others. They will learn strategies to keep themselves safe and healthy, and develop positive relationships with other both in person and online.

We have based our school's Relationships and Sex policy on the DfE guidance document "Relationships Education, Relationships and Sex Education (RSE) and Health Education" (2020)
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

We will also use the Personal, Social and Health Education (PSHE) **framework** and the requirements as outlined in the National Curriculum Science Programmes of Study.

The policy has been produced in line with the legal requirements of the Equality Act (2010)
<http://www.legislation.gov.uk/ukpga/2010/15/contents?view=plain>

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

DfE "Relationships Education, Relationships and Sex Education (RSE) and Health Education" (2020)

Aims

We aim to help children to:

- Develop healthily in terms of spiritual, moral, social, cultural, mental and physical development
- understand how humans develop and the importance of healthy, respectful relationships / friendships;
- develop an appreciation of the ways that people learn to live, socialise and work together (both in person and online);
- foster self-esteem and take responsibility for their own personal safety;
- safely develop in a positive and inclusive culture which does not tolerate sexism, misogyny, homophobia and gender stereotypes
- develop an awareness of their own identity and gender and have an understanding of identity and gender differences.

Guidelines

The Relationships and Sex Education curriculum is based on the following aspects:

- Families and people who care for me
 - Caring friendships
 - Respectful relationships
 - Online relationships
 - Being safe
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- Class teachers teach Relationship and Sex Education through different aspects of the curriculum. Whilst we carry out the main sex education teaching in our Personal, Social and Health Education (PSHE) curriculum, we also teach some sex education through other subjects (eg science, RE, PE) where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body and how it is changing and developing.

In **Year 2**, we teach the children about:

- Life cycles (plants etc.)
- Gender differences.
- How babies are born (animals)
- Growing and changing (non-puberty)

In **Year 4**, we teach the children about:

- Changes, physical, puberty, (including managing menstruation at school and hormonal changes)
- Making my own decisions.
- Emotional maturity,
- Young and old

In **Year 5** we teach the children about

- How babies are made (humans)
- How babies are born (humans)

- In science lessons, we teach our children about how animals, including humans, move, feed, grow and reproduce. Children learn to appreciate the difference between people and how to show respect for each other.
- Teaching and learning strategies include whole class, group and individual organisation as appropriate. We use stories, drama, dance and music, as well as Circle Time to discuss issues related to relationships and sex education.
- We use other agencies to help us deliver an appropriate Sex Education curriculum (e.g. School Health Service).
- All children regardless of age, sex, race, Special Needs, disability, religion or belief, gender reassignment or sexual orientation have equal access to our sex and relationship education programme, and the school will make reasonable adjustments to alleviate any disadvantage linked to these protected characteristics
- All discussions in SRE lessons will promote a positive and inclusive culture to support pupils' understanding of the importance of equality and respect for all people, regardless of age, sex, race, Special Needs, disability, religion or belief, gender reassignment or sexual orientation.
- Children's questions are answered sensitively, due consideration being given to any particular religious or cultural factors/contexts and to parents' wishes. Should a question arise that staff feel would be more appropriately answered by parents, we will contact parents

The Role of Parents

Our school is very aware that the primary role in children's Relationships and Sex Education lies with their parents. We wish to build a positive and supporting relationship with the parents of our children through mutual understanding, trust and co-operation. In promoting this, we:

- inform parents about the school's Relationships and Sex Education policy and practice.
- answer any questions that parents may have about the Relationships and Sex Education of their child,
- share Unit of Learning overview and materials we will be using with children through information evenings.
- take seriously any issues that parents raise with teachers or governors about our policy or our arrangements for sex education within the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;

We believe that through this mutual exchange of knowledge and information children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents' Rights

Parents have the right to withdraw their child from all or part of our Sex Education Programme. However parents do not have the right to withdraw their child from any lessons taught in line with the Science National Curriculum, Relationships Education or Health Education. If a parent wishes their child to be withdrawn from sex education lessons, they are encouraged to discuss this

with the Headteacher and make it clear which aspects of the programme they do not wish their child to participate in.

The Role of the Headteacher

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our Relationships and Sex Education policy, and to oversee its effective implementation. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training so that they can teach it effectively and handle any difficult issues with sensitivity.

The Headteacher liaises with outside agencies regarding the sex education programme and ensures that all adults who work with the children on these issues are aware of the school policy and that they work within this framework.

The Headteacher monitors the implementation of this policy and reports to governors, when requested, on its effectiveness.

Staff Development

Staff development is addressed through:

- in-house training
- sharing of good practice
- PSHE / SRE support groups
- Individual / group attendance at courses / network meetings as appropriate

Monitoring and Review

The PSHE Leader will annually review Units of Learning and resources prior to those Units being taught. Following the conclusion of the Unit of Learning the PSHE Leader will monitor pupils' work and undertake evaluation meetings with staff in Y2, Y4 and Y5.

This policy is reviewed Bi-Annually by the School Improvement committee of our Governing Body and by the PSHE Leader and Headteacher. Governors give serious consideration to any comments from parents about our sex education programme and a record is kept of all such comments.