



Relationships and Sex Education Policy

Policy reviewed and agreed by the Ethos Committee: 25th February 2019

Signed Chair of the Governing Body

Review Date: February 2020

To conform with the requirements of GDPR (General Data Protection Regulation) all data is handled according to the terms of our Privacy Notice. A copy of this is available on our school website.

**I am the vine; you are the branches.
If you remain in me and I in you,
you will bear much fruit.**

John 15:5

Introduction

Our children learn about relationships and sex from the very youngest age, even if we don't talk with them. Parents and carers are the key people for their child's learning about relationships and sex and schools should always work in partnership with home. Parents and carers need to know that the school's relationships and sex education (RSE) programme will complement their role and support them in the education of their child regarding relationships and sex. Goring C of E Primary School will ensure that parents' and carers' views are heard and that taught RSE education is culturally appropriate and inclusive of all of our children. We aim to ensure that RSE enables our pupils to mature, to build their self esteem and to make appropriate and well thought through decision as they approach adulthood. Reflecting our school's vision and associated values, our policy aims to help children to grow up feeling confident about their emotional and sexual health and with the ability to live alongside people who have different values and beliefs about sex and relationships.

Aims

RSE is most successfully delivered as part of the PSHE curriculum. The combined PSHE and Citizenship framework at Key Stages 1 and 2 is developed through four broad themes:

- developing confidence and responsibility and making the most of pupils' abilities;
- preparing to play an active role as citizens;

- developing a healthier, safer lifestyle; and
- developing good relationships and respecting differences between people.

In our school we aim through implicit and explicit learning to:

- Ensure that RSE is fully integrated into our curriculum and not isolated and taken out of context or over-emphasised in any way
- Foster self-esteem and respect for others as the cornerstones of good health education and therefore of good relationships sex education
- Nurture a partnership between caring adults—governors, teachers, ancillary staff and parents—to ensure sensitive support for children and young people as they grow and mature
- Encourage children to enjoy relationships based upon mutual trust and respect, free from any abuse
- Generate an atmosphere where questions and discussion on sexual matters can take place without embarrassment
- To understand the value of marriage and family life, and of stable, committed and loving relationships, set in a Christian context, the implications of parenthood and the needs of the very young
- To develop awareness of sexual identity, to challenge sexism and prejudice in society and to promote equal opportunities

Consistent with the school's Anti-bullying and Equality Policies, and following the guidance provided by the C of E 'Valuing All God's Children' RSE is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity whilst promoting gender equality and challenging discrimination. RSE must take the needs and experiences of all people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world.

Effective teaching of RSE will increase pupils' knowledge of :

- The body
- Human growth and development
- Families, parenting and life cycles
- Safety and child protection
- Helping agencies
- Sexual identity

It will also enable pupils to:

- Improve their self-esteem
- Make informed choices and decisions
- Develop personal initiative and to take responsibility
- Recognise personal skills in themselves and others

- Maintain and develop relationships
- Develop self-confidence
- Develop assertiveness in appropriate situations
- Develop the motivation to succeed

Within the taught and hidden curriculum pupils should be given frequent and regular opportunities to explore and to practise personal and interpersonal skills. We value and respect the learning that occurs in the community and in the home believing that these, along side school links are an essential dimension of RSE.

Terms of Reference

Goring School's RSE Policy is based on the DfEE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000), supplemented by the 2014 document included at Annex 1: 'Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000)'.

The school's policy is also written with reference to Equality Act 2010 and the 2017 Church of England guidance document 'Valuing All God's Children'.

The 1996 Education Act (Section 403(1A)) sets out the responsibility for the provision for Sex Education within schools, some of which is contained within the science and some in PSHE and Citizenship sections of the National Curriculum. Science is mandatory for all pupils, but parents do have a right to withdraw children from any sex education that is outside the National Curriculum.

If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the headteacher and make it clear which aspects of the programme they do not wish their child to participate in.

Management

There is a designated co-ordinator to oversee the planning of RSE in the school. This is Mrs Clegg, the PSHE Co-ordinator.

The co-ordinator is responsible for informing the rest of the staff about new developments and resources and, where appropriate, for organising appropriate training. There is a resource collection in the staff room alongside other resources for health education. The advice and guidance of the school nurse may also be sought for specific issues.

The subject is to be integrated into other curriculum areas where appropriate and used as a tool to handle learning. In addition, we will aim to promote the skills and knowledge of RSE as a subject in its own right.

Access

For all pupils, access to RSE is ensured through schemes of work, medium-term planning, and short-term planning

Teaching and Learning

Activities will be planned according to the different levels of children's skills and previous knowledge. A range of teaching strategies and learning styles will be used in the delivery of this policy. These will include

- Circle time and class discussion
- Imaginative writing
- Reflection, sharing and showing
- Role-play and drama
- The use of video and computer technology
- Visits and visitors where appropriate
- Class lesson time

Differentiation and progression will be ensured by a variety of approaches such as:

- The same activity but different expectations of outcome
- The same theme but different levels of input
- Allowing for different pace of working
- Different groupings of children
- Developing different modules of work at different times of the year for different abilities

Assessment

The assessment of RSE will take place in a variety of curriculum areas; however, clear learning objectives will support the focus of assessed activities.

The Role of Parents

As stated in the introduction to this policy, our school recognises the importance of parents and carers in children's learning about relationships and sex. Our school aims to build positive and supporting relationships with the parents of the children at the school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's RSE policy and practice;
- answer any questions that parents may have about the RSE of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school.

Parents have the right to withdraw their child from all or part of the sex education programme.

Staff Training

Opportunities for training are offered wherever possible to meet whole school needs as well as those of individual teachers.

Monitoring and Review

The Ethos Committee is responsible for monitoring the RSE policy in conjunction with the co-ordinator on an annual basis.

Child Protection and Safeguarding

Guidance for staff and volunteers is contained in our Child Protection and Safeguarding Policy.