



Leatherhead Trinity School and Nursery Relationships and Sex Education Policy

Status: Statutory

Review Period: Annual

GB Ratification: December 2023

Responsible Manager: PSHE Lead

Responsible Governor: Teaching and Learning committee

Next Review Date: December 2024

Purpose

We have based our relationship and sex education policy on the DfE guidance document Relationship and Sex Education Guidance (ref DfE 0116/2000). In this document, sex education is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'. It is not about the promotion of sexual orientation or sexual activity.

Aims

In this school we will contribute to the requirement of the Education Reform Act 1988 that the school curriculum should be one which:

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

This aim will be developed in partnership with parents, and will lay the foundation for further work in secondary schools.

Relationships and Sex Education (RSE) is part of the Personal, Social and Health Education and Citizenship (PSHEC) curriculum in our school (See PSHEC and SRE Curriculum overviews) and is taught in conjunction with PSHEC and science throughout the school and is underpinned, as with all subjects, by the core values within school.

Objectives of Teaching and Learning RSE

Are split into three key areas: Knowledge and Understanding; Attitudes and Values; and Personal and Social Skills, none of which stand alone, but are fully intertwined.

Knowledge and Understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.

Personal and social skills

- Learning to manage emotions and relationships confidently 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.
- Learning how to recognise and avoid exploitation and abuse.

Context

We teach RSE in the context of the school's aims and values framework (See Teaching and Learning Policy values statement.) We teach children information about sexual behaviour, with an awareness of the moral code and values which underpin all our work in school. In particular, we teach SRE in the belief that:

- RSE should be taught in the context of marriage and family life;
- is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control.

Organisation of Relationships and Sex Education.

Our approach to RSE actively involves the whole school community as everyone has rights and responsibilities regarding RSE.

School Responsibilities

The governing body supports the Headteacher in implementing and monitoring the RSE policy. It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our RSE policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The Headteacher liaises with external agencies regarding the school's RSE programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy. The Headteacher supports any member of staff who feels uncomfortable or inadequately trained and who does not wish to teach sex education. It is the responsibility of the PSHE co-ordinator to maintain an overview of SRE provision and have overall responsibility for its development, resourcing and good practice. All teachers are involved in the school's SRE provisions which are taught through PSHE, science, RE and other curriculum areas. All teachers play an important pastoral role by offering support to pupils.

Parental Responsibilities

The school is well aware that the primary role in children's sex and relationship education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school and nursery's relationship and sex education policy and practice;
- answer any questions that parents may have about the relationship and sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for relationship and sex education in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about the best practice known with regard to relationship and sex education, so that the teaching in school supports the key messages that parents and carers give to children at home. 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 and carers have a legal right to view this policy and to have information about the school's RSE provision. They also have a legal right to withdraw their child from all or part of the RSE programme that we teach in our school. If a parent wishes their child to be withdrawn from relationship and 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. Where possible we comply with the wishes of parents in this regard.

Other Members of the School Community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, who give us valuable support with our relationships and education programme. Other people that we call on include local clergy, social workers and youth workers.

Confidentiality and Sensitivity

Teachers conduct RSE lessons in a sensitive manner and in confidence. Most RSE lessons are whole class, however there are occasions where it is more appropriate for them to be taught in gender sessions (i.e. girls and boys separately). Ground rules are set to ensure a safe environment, reduce anxiety and embarrassment and minimise unconsidered, unintended personal disclosures. An example of ground rules could be:

- We will not ask personal questions
- We will respect each other and not laugh at each other's questions
- We will not say things that we want to keep confidential
- We can 'pass' or 'opt out' if something makes us feel uncomfortable
- We will try not to talk about each other outside the classroom
- We will adopt a 'worry box' for pupils to contribute to, in confidence

However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. If the teacher has concerns, they will draw their concerns to the attention of the Headteacher. The Headteacher will then deal with the matter in consultation with health care professionals. (See also Safeguarding and Confidentiality Policies.)

Assessment, Monitoring and Evaluation

Assessment in RSE is largely formative and made by the class teacher at the beginning of a topic to gauge understanding, or as a topic progresses to inform future planning. However, it may also be summative to measure how much information a child has acquired by the end of a topic covered. In the Foundation Stage, observations are recorded against the Foundation Stage Profile. Teachers are required to evaluate their teaching programmes and feedback to the PSHE Co-ordinator. This Policy will be reviewed on an annual basis in meetings with staff and governors, taking into account feedback from pupils and parents.