



[The Ellis CE \(VA\) Primary School](#)

Relationships and Sex Education and Health Education Policy

Completed and approved RH/DS. To be reviewed April 2023.

Policy for Relationships and Sex Education

Introduction

Relationship and sex education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.

Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

The Ellis School

The Ellis Church of England School is located in the village of Hemingfield and is both the school for the Parish of St Mary's and St George's and the village school. As such it has a special character. The school is founded on Christian values and all policies and practice are underpinned by the Christian belief that we all have a divine origin and an eternal destiny. At 'The Ellis' we hold fast to the belief that we are all made in God's image and have equal value and worth. Everyone who comes into our school is treated with respect and the dignity of the individual is paramount to us.

Moral and Values Framework

At The Ellis, relationship and sex education will reflect the values of our Christian community. RSE will be taught in the context of relationships.

In addition RSE will promote self-esteem and emotional health and well-being and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Aims and Objectives

The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

This should take place with consideration of the qualities of relationships within families.

The objectives of Relationship and Sex Education are;

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- To provide the confidence to be participating members of society and to value themselves and others
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To be teaching about mental health
- To respect and care for their bodies
- To be prepared for puberty and adulthood

The teaching programme for Relationship and Sex Education

Legal requirements

National Curriculum Science

Key Stage 1

1. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense,
2. Notice that animals, including humans, have offspring which grow into adults,
3. Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

Lower Key Stage 2

1. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Upper Key Stage 2

1. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
 2. Describe the life process of reproduction in some plants and animals.
 3. Describe the changes as humans develop to old age
 4. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
 5. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.
 - It is our intention all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required.
 - RSE is supported by our programme of PSHE – 1- Decision
 - All pupils will be taught the importance of equality and respect (Equality Act 2010). Teaching is sensitive and age appropriate.
 - RSE is supported by our programme of PSHE – 1- Decision
 - We use the '1 Decision' scheme alongside the Department of Education guidance on 'Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance 2019.

Such a programme can successfully follow the outline given below;

Foundation

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

Key Stage 1

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and PSHE children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

Key Stage 2

In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in years 5 & 6.

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and PSHE, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Relationship and sex education should focus on the development of skills and attitudes not just the acquisition of knowledge.

RSE – By the end of Primary school see guidance for details:

Pupils should know about:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- On line relationships
- Being safe

Physical Health and mental Well being

- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

The organisation of Relationship and Sex Education

Mrs E Edwards (DHT) is the designated teacher with responsibility for coordinating relationship and sex education.

Relationship and relationship education is delivered through science, RE, PSHE, literacy activities, and circle time. Relationship and sex education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

A range of teaching methods which involve children's full participation are used to teach relationship and sex education. These include use of video, discussion, looking at case studies, drama and role play.

Relationship and sex education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant.

Resources to teach sex and relationship education include fiction, reference books, leaflets and extracts from videos.

Unit 2 7-9 yrs Changes / How babies are made / How babies are born

Unit 3 9-11yrs Girl talk / Boy talk / Let's talk about sex

Available from 4 Learning, PO Box 400 Wetherby LS23 7LG Tel 08701 246444

Specific Issues

- **Parental consultation**

The school includes information on sex and relationship education in the school website.

The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the videos and resources being used.

Parents have the right to withdraw their children from those aspects of sex education delivered as part of statutory RSE.

However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.

- **Safeguarding / Confidentiality**

Teachers need to be aware that effective relationship and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Designated Lead or her Deputy in line with the BSCB procedures for safeguarding.

A member of staff cannot promise confidentiality if concerns exist.

- **Links with other policies**

This policy is linked with the following policies:

PSHE

Single Equality Scheme

Safeguarding

Confidentiality

Behaviour

Anti -Bullying

These policies can be found on the website and in the 'shared' drive under 'Teachers' Policies'

- **Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. One possibility is the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

- **Use of visitors**

“Visitors should complement but never substitute or replace planned provision. It is the PSHE lead and teacher’s responsibility to plan the curriculum and lessons.” See attached.

When appropriate, visitors such as the school nurse may be involved in the delivery of relationship and sex education, particularly in Key Stage 2.

- **Children with special needs/disabilities**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of relationship and sex education and preparation for adult hood

Monitoring and Evaluation

Monitoring is the responsibility of the head teacher, governors and teacher with responsibility for relationship and sex education.

The school will assess the effectiveness of the aims, content and methods in promoting pupils learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

The effectiveness of the RSE programme will be evaluated by assessing children’s learning and implementing change if required.

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