



## **Thirsk C.P.School**

# **RELATIONSHIPS AND SEX POLICY**

### **What Is Relationships and Sex Education (RSE)?**

Relationships and Sex Education (RSE) is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

### **Principles and Values**

In addition Thirsk C.P. School believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all pupils in our care.
- Encourage every pupil to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches, including sexual orientation, without promotion of any particular family structure. We consider the important values are love, respect and care for each other.
- In our school and community we aim to encourage pupils and teachers to share and respect each other's views. We aim to generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- Recognise that parents/carers are the key people in teaching their children about relationships, growing up and sex. We aim to work in partnership with parents/carers and pupils.

**Relationship and Sex Education in our school has three main elements:**

### **Personal and Social Skills**

- learning to manage emotions and relationships confidently and sensitively

- developing self-respect and empathy for others
- learning to make choices with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict
- empower pupils with the skills to be able to recognise inappropriate/uncomfortable situations and/or behaviours with their peers and adults

### **Attitudes and Values**

- learning the importance of values, individual conscience and moral choices
- learning the value of family life, stable and loving relationships, and marriage
- learning about the nurture of children
- demonstrating the values of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing skills including negotiation and decision-making
- challenging misconceptions

### **Knowledge and Understanding**

- learning and understanding physical and emotional development at appropriate stages
- understanding physical and emotional changes and the development of relationships
- learning about reproduction, human sexuality and personal health
- learn about where to go for help or advice in school and how to access a range of local and national support agencies

### **Aims**

The aim of Relationships and Sex Education is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our PSHE programme (You, Me, PSHE) aims to prepare pupils through an age and maturity appropriate curriculum, which will prepare them for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.

- understand the consequences of their actions and behave responsibly within developing relationships.
- avoid being pressured into uncomfortable or dangerous situations.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their sexuality, understand differences and promote equality and diversity
- have sufficient information and skills to protect themselves from infection
- be aware of sources of help and acquire the skills and confidence to access health advice and support

## **Organisation and Content of Relationships and Sex Education**

At Thirsk C.P. School RSE is taught through the use of the 'You, Me, PSHE' scheme (from the London Borough of Islington) and the Science Curriculum. Topics are taught on a two year rolling programme.

**Yr1/Yr 2- Boys and girls, families:** Pupils learn to understand and respect the differences and similarities between people. Pupils learn about the biological differences between male and female animals and their role in the life cycle. Pupils learn the biological differences between male and female children. Pupils learn about growing from young to old and that they are growing and changing. Pupils learn that everybody needs to be cared for and ways in which they care for others. Pupils learn about different types of family and how their home-life is special.

**Yr 3/Yr 4 - Growing up and changing:** Pupils learn about the way we grow and change throughout the human lifecycle. Pupils learn the physical changes associated with puberty. Pupils learn about menstruation and wet dreams. Pupils learn about the impact of puberty on physical hygiene and strategies for managing this. Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty. Pupils learn strategies to deal with feelings in the context of relationships Pupils learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it

**Yr 5/Yr 6 - Healthy relationships. How a baby is made:** Pupils learn about the changes that occur during puberty. Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact. Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships. Pupils learn about human reproduction in the context of the human lifecycle. Pupils learn how a baby is made and grows (conception and pregnancy). Pupils learn about roles and responsibilities of carers and parents. Pupils learn to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it. Pupils learn some myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted. Pupils learn about how the risk of HIV can be reduced. Pupils learn that contraception can be used to stop a baby from being conceived.

The Science National Curriculum is delivered and although it is more concerned with the physical aspects of development and reproduction, the importance of relationships is inextricably linked within the delivery of programmes and our school ethos.

Any PSHE lesson may consider questions or issues that some will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the pupils, the question may be dealt with individually at another time.

### **Inclusion: Pupils with Special Needs**

We will ensure that all pupils receive age appropriate relationships and sex education, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

### **Sexual Identity and Sexual Orientation**

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support.

### **Right of Withdrawal of Pupils from Sex and Relationship Education**

Parents have the right to withdraw their children from any RSE that falls outside of the statutory curriculum (*See DfE – Relationships Education, Relations and Sex Education (RSE) and Health Education guidance published 25 June 2019*).

**Full responsibility is placed on the parent to inform the school at the earliest opportunity if they wish their child to be withdrawn from any lessons.**

Any parents expressing concerns will be invited into school for discussions with the head teacher and teacher responsible for delivering the programme, and to view materials and resources. The discussion will include explaining to the parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' versions of what was said in the classes, rather than what was directly said by the teacher. Should they still decide to exercise this right, the school will make provision for the supervision of the child within another class with a relevant task to complete. The parent will be advised that they have an obligation to provide the information at home using information available from the

DfES. School will document this process and the written request from the parent to ensure a record is kept.

### **Confidentiality**

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules.

### **Safeguarding**

Staff in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse. These procedures should be read in conjunction with Child Protection Policy & Procedure.

### **Monitoring and Evaluation of Relationships and Sex Education**

Both the policy and classroom delivery will be monitored and evaluated as part of the regular cycle of self-review. Procedures may include lesson observations, collection of children's work and/or discussions with class teachers. The same high expectation of the quality of pupils' work in these subjects is expected. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress. Lessons will be planned to ensure that pupils of differing abilities, including the most able, are suitable challenged.

The policy will be reviewed at least every two years and ratified by the full governing body. Next review date is July 2022.