



Chadlington CE Primary School **Relationships and Sex Education Policy [RSE]**

The Education Reform Act (Section 1) states that schools should provide a curriculum that *'promotes the spiritual, moral, cultural, mental and physical development of pupils...and of society; and prepare such pupils for the opportunities, responsibilities and experiences of adult life.'* Relationships and sex education is an important dimension of a child's statutory entitlement.

It is natural for caring adults to want to protect children and young people from information, attitudes and lifestyles which they themselves find distasteful. However, it is important to recognise the power and confusion of informal learning – from television, magazines, internet, newspapers, gossip, jokes and the wider community for example. Schools can do much to dispel myths, reduce fear and anxiety, clarify understanding and counteract prejudice.

RSE is an umbrella term for all the teaching and learning we offer pupils to understand their own and others' sexuality, to develop skills for relationships and informed decision making. RSE will involve a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

At Chadlington CE Primary School, we believe that RSE is the entitlement of each child and we are committed to deliver it within the context of a broad and balanced programme of health education. Primary sex education will focus on preparing boys and girls for the changes that adolescence brings and how a baby is conceived and born.

Aims

At Chadlington CE Primary School we aim through implicit and explicit learning experiences to:

- Help pupils develop feelings of self respect, confidence and empathy, and to provide a framework in which sensitive discussions can take place.
- Ensure that sex education is integrated into the curriculum and not isolated, taken out of context or over-emphasised in any way.
- Foster self-esteem and respect for others as the cornerstone of good health education and, therefore, good sex education.
- Nurture a partnership between caring adults – teachers, teaching assistants, parents and governors – to ensure sensitive support for children and young children as they grow and mature.

Agreed by Governors: _____

Signed: _____

Date due for Review : _____



- Encourage children to enjoy relationships based on mutual trust and respect, free from any abuse.
- Generate an atmosphere where questions and discussions on sexual matters can take place without embarrassment.
- Adopt a whole-school approach to sex education, and create a positive culture around issues of sexuality and relationships.

Teaching and Learning

Effective teaching of sex education will increase knowledge and understanding of:

- Body knowledge
- 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 be able to take responsibility
- Recognise personal skills and qualities in themselves and others
- Maintain and develop relationships
- Develop self-confidence
- Develop assertiveness in appropriate situations
- Develop the motivation to succeed

Within the curriculum (i.e. the whole school environment) pupils should be given frequent and regular opportunities to work on feelings 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, alongside school links, are essential dimensions of RSE. It is important to involve, whenever possible, and certainly to inform parents, about the RSE programme within the curriculum. Parents have the right to withdraw their child from receiving sex education at school.

Agreed by Governors: _____

Signed: _____

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Statutory Requirements

We provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017. However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE we must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

Curriculum

Our curriculum is based on the Oxfordshire County Council 'SMILE' framework which sets out areas of teaching and learning to deliver the Personal, Social, and Health Education aspect of the curriculum. The activities are appropriate to the age of the children and a range of resources are used including books, videos and posters. The curriculum encourages children to develop their skills and understanding as they progress through the school and offers a broad and balanced approach. In so doing we are offering all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum. In teaching RSE we are required to have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

The 'SMILE' framework is available in the school office for inspection by parents.

Delivery of RSE

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- .Families and people who care for the pupil
- .Caring friendships
- .Respectful relationships
- .Online relationships
- .Being safe

And generally to give our young pupils the information they need to help them to develop healthy relationships of all kinds.

All our areas of learning are taught within the context of family life so as to ensure that there is no stigmatisation of children based on their home circumstances [families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures] along with reflecting sensitively that some children may have a different structure of support around them [for example – looked after children or young carers]

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Roles and Responsibilities

The Governing Body will approve the RSE policy, and hold the headteacher to account for its implementation.

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw any requests to withdraw pupils from [non-statutory/non-science] components of RSE.

Staff are responsible for modelling positive attitudes to RSE, monitoring progress and responding to the needs of individual pupils.

Monitoring Arrangements

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed annually. At every review, the policy will be approved by the headteacher or governing body.

Agreed by Governors: _____

Signed: _____

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