



East Ardsley Primary Academy

RELATIONSHIPS AND SEX POLICY (RSE)

September 2020

Why teach relationships and sex education?

‘To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.’ (Statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 – further details are in Annex A.)

How we teach relationships and sex education at our school

Relationships and sex education are taught through our Personal, Social and Health Education (PSHE) programme. It enables teachers to ensure relationships are explored in an age-appropriate and sensitive manner as part of the curriculum. Sessions are taught through a range of media and strategies as are all our subjects, with the inclusion of circle time to ensure all the children have an opportunity to voice their views and opinions. The focus on all our work is to ensure children learn to respect one another.

The curriculum is shared on our website, as part of our topic plans, for parents to see.

The curriculum content is monitored and evaluated every year to ensure it is relevant and appropriate to meet the needs of the children in school.

Sex education

In the science curriculum children learn about males and females, and growth and reproduction; firstly through plants and animals and finally towards the end of KS2 with humans.

Only one small element of the PSHE curriculum is related to sex education; this is the element that extends beyond the science curriculum. It is where we learn about sexual relationships.

Equal Opportunities Statement

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

We therefore ensure our curriculum is not judgemental or divisive; and that we do not promote or tolerate any language or behaviour that could make anyone feel uncomfortable asking questions or exploring thoughts or feelings

This will be achieved by:

- generating a trusting, safe atmosphere where questions can be asked and answered openly and without embarrassment when appropriate;
- making RSE an integral part of our PSHE programme;

- using circle time and the setting of ground rules to foster trust, security and openness;
- providing information which is easily understood, relevant and appropriate to the age and maturity of the pupils;
- delivering of the RSE programme by adults with whom the pupils are familiar with, or in conjunction with trained health professionals.

Dealing with questions

All teachers are aware of the ground rules which provide an agreed structure to answering sensitive or difficult questions. 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.

1. 'Silly questions'- where children are testing boundaries and have no interest in the answer. In this case, teachers will not answer questions, and explain that they are inappropriate.
2. 'Concerning questions' - these could possibly be indicative of safeguarding issues. In this case, teachers will follow the school safeguarding procedures.
3. 'Genuine questions' - the child has a genuine but age inappropriate question. In this case, the child's question will be acknowledged, with a promise to return to it later. The class teacher will then consult with the child's parents.

Withdrawal from sex education

Parents/carers may only withdraw their child from the elements of the RSE curriculum that relate specifically to sex education covered outside of the science curriculum. Children must be included in all elements of the science curriculum, PSHE curriculum and relationship education.

Parents/carers will be asked for their consent before those elements that they can withdraw their child from are taught.

Child protection and confidentiality

Teachers are 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 safeguarding officer in accordance with school policy and procedure. A member of staff cannot promise confidentiality if concerns exist.