



# Little Gaddesden

## C. of E. Primary School



### Little Gaddesden Church of England Primary School Relationships and Sex Education Policy

#### 1. BACKGROUND

In October 2018 Governors included the review of the Sex Education policy as part of its annual work programme for 2018-2019, alongside other linked policies (PSHE, Anti-Bullying, Behaviour and Discipline). In February 2019 the Department for Education released its draft statutory guidance for schools on Relationships Education, Relationships and Sex Education and Health Education

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education and Health Education compulsory for all pupils receiving primary education from September 2020. The DfE document is available on GovernorHub.

#### 2. RELATIONSHIP EDUCATION REQUIREMENTS FROM SEPTEMBER 2020

From September 2020, Primary Schools will be required to provide Relationships Education and will be able to determine whether they also wish to provide sex education.

The draft guidance sets out what pupils should know by the end of Primary School in terms of Relationships Education in the following areas:

- Families and people who care for me
- Caring Relationships
- Respectful relationships
- Online Relationships
- Being safe

Whilst sex education is not compulsory in primary schools, the DfE continues to recommend that all primary schools have a sex education programme tailored to the age and physical and emotional maturity of the pupils, including preparation for adolescence.

More guidance is expected from the DfE between now and the required implementation of the new regulations.

#### 3. RECOMMENDATIONS

Governors are asked to:

- Note the new draft guidance issued by the DfE
- Agree the attached sex education policy to guide the school's activity in this area between now and the implementation of the new regulations.
- Determine in principle, whether they wish sex education to be provided from September 2020.
- Agree to revisit the policy in the light of further guidance from the DfE by July 2020.



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### RELATIONSHIPS & SEX EDUCATION POLICY

Approved      March 2019

Review by      July 2020

#### 1. DESCRIPTION OF THE SCHOOL

Little Gaddesden Primary School is a small Church of England, Voluntary Aided, Village School. We try to maintain the Christian Ethos in all aspects of our school life and encourage all members of our community to treat each other with respect. We hope that children will take these values forward into adulthood.

#### 2. AIMS/VALUES

Set in the broader context of health education and P.S.H.E. our sex education reflects whole school aims to provide a caring community in which children can learn to respect themselves and others and take responsibility for their own actions.

We believe it is important to share the responsibility for the sex education of children with parents and therefore strive for effective communication and co-operation.

We believe that learning about their own sexual development together with an awareness of their relationships with others can enhance pupils abilities to lead their lives competently and with fulfilment. It can prepare pupils for opportunities, responsibilities and experiences of adult life.

#### 3. MORALS AND VALUES FRAMEWORK

The sex education programme will reflect the school ethos and demonstrate and encourage the following values –

- Respect for self
- Respect for others
- Responsibility for ones' own action
- Responsibility for family, friends, school and the wider community

#### 4. PROGRAMME

- The programme will be led by the teacher who will encourage discussion as a means of widening understanding of health and social issues and enable pupils to make healthy informed choices.
- It will provide information which is easy to understand and relevant and appropriate to the age and the maturity of the pupils.
- It will include the development of communication and social skills.
- It will encourage the exploration and clarification of values and attitudes.



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Sex Education will be taught in the context of relationships. It will be taught within PSHE, Science and topic work and on occasions as a lesson in itself. Topics and themes will be repeated from year to year in greater depth taking account of the pupil's development.

### 5. A SEQUENCE FOR TEACHING SEX EDUCATION

#### EYFS and Year 1 / 2

- To recognise what they like and dislike, what is fair and unfair, and what is right and wrong.
- To recognise, name and deal with feelings positively
- To realise that people and other living things have needs, and that they have responsibilities to meet them.
- To know that they belong to various groups and communities such as family and school
- To make simple choices that improve their health and well being
- To maintain personal hygiene
- To know some diseases are spread and can be controlled
- To know about the process of growing from young to old and how people's needs change.
- To know that humans and animals produce offspring.
- To name the main parts of the body
- To understand rules for, and ways of keeping safe, and about people who can help them to stay safe
- To recognise how their behaviour affects others
- To listen to other people and play and work cooperatively
- To identify and respect the differences and similarities between people
- To understand that family and friends should care for one another
- Know that there are different types of bullying and teasing, that bullying is wrong and how to get help to deal with bullying

#### Year 3 / 4

- To recognise their worth as individuals by identifying positive things about themselves, setting personal goals
- To face new challenges positively by collecting information, looking for help, making responsible choices and taking action
- To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences
- To know what makes a healthy lifestyle including the benefits of exercise, healthy eating, what affects mental health and how to make informed choices
- To know about changes in own body and those in others
- To understand rules for, and ways of keeping safe, and about people who can help them to stay safe
- To understand that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know.
- How to ask for help and use basic techniques for resisting pressure to do wrong.



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- To be aware of different types of relationships including marriage and to develop skills to be effective in relationships
- To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and to develop appropriate skills
- To recognise and challenge stereotypes

### Year 5 / 6

- To recognise their worth as individuals by identifying positive things about themselves, setting personal goals
- To recognise as they approach puberty how individuals' emotions change at that time and how to deal with their feelings towards themselves, their and family and others positively
- To appreciate there are various responsibilities, rights and duties at home, at school and in the community and that these can sometimes conflict with one another
- To acknowledge that differences and similarities between individuals arise from a number of factors including cultural/ethnic/racial/religious diversity, gender and disability
- To know how their bodies change as they approach puberty
- Sexuality – what it is and words that describe it
- To recognise different risks in different situations and then decide how to behave responsibly including judging what kind of physical contact is acceptable and unacceptable
- To understand that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know.
- How to ask for help and use basic techniques for resisting pressure to do wrong

## 6. ORGANISATION OF SCHOOL SEX EDUCATION

### Delivery

- As topics
- Through planned aspects of science
- Addressed occasionally in Assembly time
- Through occasional visits from the school nurse, parents and younger or older siblings
- Through the use of story time, show and tell time

### Teaching Methods

Active learning methods which involve children's full participation will be used. Single gender groups will be used as deemed appropriate and relevant.

### Resources

The range of material used will be available for review on request to the Head.



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### 7. SPECIFIC ISSUES STATEMENTS

#### **Working with Parents**

The school is committed to working with parents. Under the Education Act 1993 pupils can be withdrawn by their parents from the part of the sex education that is outside the compulsory elements of sex education contained in the science National Curriculum.

Parents wanting to exercise this right are invited to see the Head Teacher who will explore the concerns of parents and the possibilities of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. She will talk with the parents about the child's possible negative experiences or feelings that may result from exclusion and the ways in which these can be minimised. Once a child has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed.

Sex education materials will be available to parents who wish to supplement sex education in school or who wish to deliver sex education to their children at home.

#### **Child Sexual Abuse**

The school has a Child Protection policy and procedure which is available on request.

#### **Confidentiality**

As a general rule a child's confidentiality will be maintained by the teacher or member of staff concerned. If this person believes that a child is at risk or in danger, he/she is to talk to the Head before any decision is made.

The child concerned will be informed that confidentiality is being breached and the reasons why. The child will be supported by the teacher throughout the process.

#### **Answering Difficult Questions**

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly, and can be addressed individually later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the Head if they are concerned.

#### **Use of Visitors**

There are various people who can resource and support school based sex education. These people may include parents, the school nurse, religious or health professionals. A procedure for the use of visitors is available on request.