



HYTHE BAY
Church of England
Primary School

Relationships and Sex Education Policy

Signed	Designation	Date
	Headteacher	
	Chair of Governors	

This supplementary policy should be read in conjunction with the PSHE policy (which includes statutory Health Education and Relationships Education).

Hythe Bay Church of England Primary School strives to switch children on to learning through outstanding teaching and care. Children who are switched on to learning become confident, connected and creative. Every single child matters to us and the Christian values of love, compassion, tolerance and forgiveness underpin all that we do. We want to see everyone at Hythe Bay not just talking about our values but living them every day of their lives

RATIONALE

In addition to the statutory requirement of the Relationships Education, and Health Education curriculum (which is integral to our PSHE curriculum), we have after consultation with parents, decided to teach additional Sex Education content particularly in Year 2 and Year 6. These elements of Sex Education are intended to support the statutory Relationships Education curriculum that forms part of our PSHE policy.

The UK has by far the highest rate of teenage pregnancies in Europe, and the evidence suggests that children are becoming sexually active at an earlier age.

Sex Education is a key aspect of Personal, Social and Health Education at Hythe Bay Church of England School. As such, it is more than the biology of reproduction, and is taught within the context of caring relationships. Relationships Education and Sex Education forms a foundation for further work in secondary schools, and the skills and attitudes developed will enable the children to lead positive and healthy lives.

Relationships and Sex Education is a lifelong learning process. It is about respect, love and care and the benefits of making and maintaining stable relationships. We recognise that to be human is to experience feelings, seek connections with other people and develop relationships that may be physical or non-physical. Our Sex Education curriculum along with our PSHE curriculum, seeks to enable young people to feel positive about themselves, manage relationships and access the infrastructure of support to empower them to investigate all possible options available to them. Our school's approach to Sex Education is sensitive to the age and aptitude of the children, but straightforward and factual in line with the law and good pedagogy. It aims to reflect the reality of young people's lives today, especially the persuasive influences of television, video, the internet, social media, peer pressure and young people's literature.

Our Sex Education policy is based on the guidance from the PSHE Association (2014) and on the DfES Guidance document (DfES 0116/2000). In this document Sex and Relationship Education is defined as: *learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.*

Sex Education informs children about sexual issues in an age appropriate way, with a clear regard to matters of morality and individual responsibility and in a way that allows children to ask and explore moral questions. We do not use Sex Education as a means of promoting any form of sexual orientation.

INTENT

As a Church of England Primary school we are supported in the implementation of the PSHE curriculum including Statutory HE and RE by the Canterbury Diocesan Board of Education, who state that

Children and young people need to be taught about the world in which they live, to ensure they are able to articulate their own feelings and choices, whilst being considerate and understanding of the views, beliefs and life choices of others. Children and young people are entitled to learn about relationships and sex

education in a positive and safe environment, where they can develop the vocabulary, knowledge and skills to help understand themselves and others. Children and young people need to be equipped with language and tools to develop healthy resilient relationships, in age-appropriate ways. This is especially vital in an internet age where they have far greater exposure to information than before, much of which reaches them from outside the safety of the classroom or family context. The CDBE recognises that issues relating to relationships, human identity, sexual orientation and sex are sensitive and important. Therefore, these issues should be addressed in an age appropriate way within school to ensure pupils are given accurate information as a basis for understanding difference and removing prejudice.

Nov 2019 A statement on behalf of Canterbury Diocesan Board of Education about Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (2020)

RELEVANCE TO EVERY DAY LIFE

Sex Education aims to help all pupils develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society and to help pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

OBJECTIVES

The purpose of teaching Sex Education and Relationships Education is to ensure that children learn about these issues in a caring and informed way, which dispels myths they may have acquired.

At Hythe Bay Church of England Primary School, we aim:

- To ensure that pupils are prepared for puberty
- To develop confidence in talking, listening and thinking about feelings and relationships, and respect the differences between people;
- For pupils to be able to name parts of the body and describe how their bodies work;
- For children to know how they can protect themselves and where to ask for help and support;
- To empower children to make informed choices about their education and future adult life.
- To respect their own bodies and understand the importance of sexual activity being within a committed, long term and loving relationship
- To emphasise the importance of family life
- To discuss moral questions
- To explore relationship issues
- To discuss sexual abuse /exploitation, and where children can seek advice if they are worried about any sexual matters.

The school aims to work towards these aims in partnership with parents.

IMPLIMENTATION

Sex Education at Hythe Bay is taught as part of Relationships Education within our planned PHSE curriculum. Elements of Sex Education are also taught the Science Curriculum.

PLANNING

The materials from the PSHE Association Scheme of work are used to help staff plan learning intentions for their classes.

The elements of the PSHE curriculum that include Sex Education are taught as part of the Growing and Changing Core Theme in the Summer term as part of the Health and well-being strand of the PSHE curriculum

Year 6 Key Stage 2 Core Theme 3: Health and Wellbeing:
Topic: Growing and Changing (2-3 sessions)

Aim of these sessions: To learn about human reproduction (H19) –

Essential skills and attributes developed: Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Identify links between values and beliefs, decisions and actions

Learning objectives: –To learn:

about human reproduction in the context of the human lifecycle

what sexual intercourse is and how it is part of an intimate relationship between consenting adults

how a baby is made and how it grows

about roles and responsibilities of parents and carers

that pregnancy can be prevented

Learning outcomes: The learner will be able to:

- identify the links between love, committed relationships/marriage and conception
- correctly name male and female body parts associated with conception identify how the sex parts relate to how a baby is made
- explain that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the womb (female)
- identify what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults
- explain in simple terms what is meant by 'consenting'/'consent'
- explain what pregnancy means, how long it lasts and where it occurs
- recognise the different responsibilities of parents and carers and how having a baby changes their life
- recognise that pregnancy can be prevented with 'contraception'
- explain that a condom can prevent sperm from meeting an egg and therefore can prevent fertilisation as well as protecting against infections
- recognise that women can take a pill to stop an egg from being released and that this is another form of contraception

Key questions: Why or when might a couple decide to have a baby? What roles and responsibilities to parents have?

PARTNERSHP WITH PARENTS

Parents have the right to request that their child be withdrawn from some or all of this additional sex education delivered as part of statutory Relationships Education and PSHE. The head teacher will discuss this request with parents to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will document this process to ensure a record is kept.

The head teacher will discuss with 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' version of what was said in the classes, rather than what was directly said by the teacher. These detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead.

Once those discussions have taken place, the school will respect the parents' request to withdraw the child, and will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education or from those aspects of reproduction taught though the science curriculum.

We are aware that Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. With this in mind, teachers will address individual children's questions and concerns with honest, simple factual answers. When it is felt appropriate individual children's questions can be addressed privately.

PRINCIPLES OF TEACHING AND LEARNING:

At Hythe Bay Church of England Primary we follow the advice of the PSHE Association who state that 'Best practice in PSHE education curriculum planning, including Relationships Education and Sex Education, is to take a spiral approach, which gradually revisits and reintroduces topics at a deeper and more complex level at each key stage or year group, whilst rehearsing, emphasising and embedding the essential skills and attributes young people need to manage their lives, both now and in the future.'

Taking advice from the PSHE Association, we believe that Sex Education and Relationships Education should always be taught within a broader PSHE education programme. Relationship and Sex Education enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

Class teachers plan and deliver Sex Education through PSHE sessions using the whole school Long Term plan. Planned sessions include a range of teaching strategies such as discussion, debate, group work and presentation as appropriate to the age and development of the class.

CROSS CURRICULUM LINKS

All curriculum areas make a contribution to Sex Education and Relationships Education. Some subjects make a clear contribution, such as Science and PSHE, while other subjects make a less obvious, but important, contribution, such as:

- Literacy – discussion of specific relationships and moral dilemmas
- R.E. – discussion of family and marriage
- History and Geography – discussion of wider social issues
- Art and Music – discussion of feelings and emotions within relationships

DIFFERENTIATION AND SPECIAL EDUCATIONAL NEEDS:

We recognise that all children will have varied life experiences and a range of feelings and attitudes. Lessons will allow all perceptions to be articulated, and all contributions will be valued and respected.

Catering for the different needs all of the children in each class means a variety of strategies will be used. This could include changes to the presentation or content of tasks or activities, direct adult support, use of visual or real life resources, sensitive peer pairing, changes to questioning and differentiation in the challenge of thinking and explaining tasks.

- No child will feel forced to answer a personal question
- No child will be forced to take part in discussions
- Language used will be easily understood by all
- Correct names for body parts will be used
- Meanings of words will be explained in a simple, factual way

EQUAL OPPORTUNITIES:

Hythe Bay Church of England Primary School is committed to working towards equal opportunities in all areas of school life. We aim to avoid stereotyping and believe that pupils' religious beliefs and cultural differences should be respected.

RSE will be delivered in line with the school's equal opportunities policy within an atmosphere of mutual respect. Resources selected to support the programme will be free from cultural bias wherever possible and will avoid stereotyping.

CONFIDENTIALITY:

Teachers conduct RSE lessons in a sensitive manner and with consideration for the need for confidentiality. But should issues of disclosure regarding inappropriate sexual behaviour/activity, then the teacher will take the matter seriously and deal with it as a matter of safeguarding. In such cases, procedures as laid down in the appropriate school policy will be followed.

ROLE OF PSHE SUBJECT LEADER:

The PSHE Subject leader is responsible for updating the PSHE (including RE and HE and sex Education) policy where necessary and to compile an action plan at the beginning of each school year.

In conjunction with the SLT, they will be responsible for monitoring the planning, teaching and assessment of PSHE lessons (including Sex Education). It will be their responsibility to attend any CPD provided and to keep all members of staff updated about any new initiatives and publications as well as training opportunities as they become available. Support for planning, teaching and assessment of Sex Education will be provided to members of staff as appropriate.

PSHE Coordinator: Janette Harcus

Updated: 13.09.21

Approved by the Learning and Achievement Committee on 4th October 2021