

HEALTHY RELATIONSHIPS and SEX EDUCATION POLICY

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2	July 2015	Amended to include Primary sector
	June 2017	Reviewed and updated

HEALTHY RELATIONSHIPS and SEX EDUCATION

DEFINITION

Healthy Relationships and Sex Education is the lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It is about the understanding of the importance of all forms of marriage, partnerships and family life, stable and loving relationships, respect, love and care.

Effective Relationships and Sex Education (RSE) as part of PSHE (Personal Social Health Education), along with Science, other National Curriculum subjects and within a whole school approach, is essential if young people are to make responsible and well informed decisions about their lives. It gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

CONTEXT- Why education about Healthy Relationships and sex is important in our school

High quality education about Healthy Relationships and Sex helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Healthy Relationships and Sex Education plays a vital part in meeting schools safeguarding obligations. Both the Department for Education (DFE)¹ and Ofsted² are clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships including the need to protect pupils from inappropriate online content, cyberbullying and exploitation.
- The DFE non-statutory guidance on protecting children from Child Sexual Exploitation (CSE) published in Feb 2017³ states the importance of effective, age appropriate education as part of a planned programme of PSHE as critical in the prevention of CSE.
- Schools maintain a statutory obligation under the Children Act to promote pupils well-being and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. An effective RSE programme can have a positive impact on pupil's health and well-being and their ability to achieve and can play a crucial part in meeting these obligations.
- Schools have a clear duty under the Equality Act 2010 to ensure that teaching is accessible to all pupils. Inclusive SRE will foster good relations between pupils and tackle all types of prejudice – including homophobia – and promote understanding and respect.
- The Teenage Pregnancy Report reported that there are currently nearly 90,000 conceptions to teenagers a year in England, of which around 8,000 were to girls under 16. This figure is the highest in Europe. In Barking and Dagenham we continue to have high rates of teenage pregnancy. This is unacceptable. Not only are there obvious risks to health but this also leads to greater dependence, undermining potential achievement in education and future employment, placing greater stress on the young person and their supporting adults, and denying choices available to them.
- Barking and Dagenham continues to report high levels of domestic violence. Addressing this remains a priority for the Local Authority. Schools have a role to play in addressing this by

¹ March 2015, Dept. of Ed. ' Keeping children safe in education for schools and colleges' DFE – 00129-2015

² March 2015 , Ofsted, ' Inspecting safeguarding in maintained schools and academies'

³ Feb 2017, DFE, ' Child Sexual Exploitation – Definition and guidance for practitioners and decision makers wishing to protect children from child exploitation'

educating young people about healthy relationships and providing guidance on where children and young people can access further sources of support, advice and guidance

- Our school is committed to the Healthy Schools London Standard, whereby having a comprehensive education programme about healthy relationships and sex is a key element.

PURPOSES

Healthy relationships and sex education has three main elements:-

Attitudes and values

- Learning the importance of values and individual conscience and moral understanding;
- Learning the value of all forms of family life and partnerships, and stable and loving relationships for the importance of children, including the safeguarding and the nurturing of children.
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas; and
- Developing critical thinking as part of decision making.

Personal and social skills

- Learning to manage emotions and relationships confidentially and sensitively;
- Developing self-respect and empathy for others;
- Learning to make choices based on an understanding of difference and with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Managing conflict and domestic violence; and
- Learning how to recognise and avoid exploitation and abuse, including on line

Knowledge and understanding

- Learning and understanding physical development at appropriate stages (puberty – child to adult);
- Understanding human sexuality, reproduction, sexual health, emotions and relationships;
- Understanding of consent and its central importance in healthy relationships
- Learning about contraception (including 'emergency contraception') and the range of local and national sexual health advice, contraception and support services;
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- The avoidance of unplanned pregnancy; and
- Understanding the nature and diversity of relationships and sexuality.

Healthy relationships and sex education- its place in the curriculum.

The National Curriculum framework (DfE 2013) states

' Every state –funded school must offer a curriculum which is balanced and broadly based and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life'

The National Curriculum clearly states that all state schools should 'make provision for personal, social, health and economic education (PSHE) and that 'sex and relationships education is an important part of PSHE education

It is compulsory that pupils in maintained secondary education have relationships and sex (RSE) education that includes HIV and AIDS and other sexually transmitted infections.

Statutory sex education is taught as part of the science programmes of study at Key Stages 1- 3

Further information regarding the RSE programme at Eastbury School can be found in the curriculum document which is published on the school website.

Effective relationships and sex education

Eastbury School adheres to the principles of high quality relationships and sex education within PSHE and is

- planned to ensure it is age appropriate and relevant to pupils at each stage in their development and maturity for example girls should be prepared for menstruation before the menarche
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values,
- has sufficient time to cover a wide range of topics with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills and accessing services
- is medically and factually correct
- teaches pupils about the law and their rights
- helps pupils understand on and offline safety, consent, violence and exploitation
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences.
- is inclusive of difference; gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief or other life experience.
- helps pupils to understand a range of views and beliefs about relationships and sex in society
- is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent.
- uses engaging learning methods and is rigorously planned, assessed and evaluated.
- Uses teaching and learning resources which are quality assured and having regard to the age, religion and cultural background of the pupils concerned.

Working with parents and carers and the wider community

Eastbury School works in partnership with parents/ carers, faith groups, health professionals and others in the wider community to ensure that the schools RSE maintains the culture and ethos of the school and wider British Values.

Parents are welcome to arrange an appointment to discuss the schools RSE programme and should contact the Head of PSHE.

Parents have the right to withdraw their children from all or part of the RSE programme in PSHE lessons.

Parents and carers do not have the right to withdraw pupils from the RSE which takes place as part of the Statutory National Curriculum for Science.

Eastbury School will inform parents annually as to when RSE will be taught in PSHE using the school newsletter. Parents who wish to withdraw their child are required to express this in writing before the RSE module begins.

The school actively co-operates with other agencies such as the LA PSHE Health and personal development advisor, local Health Promotion Units and from a range of national statutory bodies and voluntary organisations such as the Sex Education Forum. Visitors who contribute to the programme within the school will be informed of the values held within this policy and are required to comply.

Provision of sexual health advice and services on site

Eastbury School believes that it is important to make access to information, advice and guidance regarding matters of health and well-being as easy as possible for pupils.

Pupils have access to school nurse drop in sessions during which time they may discuss relationships and sexual health. The school nurse is able to support students in signing up to the local C- Card scheme which enables them to access free condoms. At times pupils may be able to access further advice from other trained health professions for example the Terrance Higgins Trust drop ins.

Confidentiality and safeguarding in the context of RSE lessons

Staff cannot offer or guarantee pupils unconditional confidentiality. Pupils are reminded that lessons are not a place to discuss their personal experiences and issues through the establishment of ground rules.

Opportunities are provided for young pupils to access confidential information, advice and services about contraception and terminations.

Staff are legally bound to inform the Child Protection Lead (Safeguarding) of any disclosure. Staff should inform the designated member of staff for Child Protection (Rebecca Lastiotis or a member of the designated team) if a child under the age of 16 is having or contemplating having sex. If sexual abuse is suspected, teachers should follow the school's Child Protection procedures.

Any visitor to the classroom is bound by the schools safeguarding policy, regardless of whether they, or their organisation has a different policy. Visitors are made aware of this.

All staff, visitors and members of the school community have a responsibility to ensure the safety and welfare of our pupils.

How does RSE relate to equal opportunities?

The school's policies for equal opportunities and equalities also underpin the teaching of RSE. RSE can act as a basis for promoting equality between individuals and groups. It necessarily involves an exploration of human and social diversity, and a fostering of self-esteem and self-worth in a learning environment that recognises and respects difference. We work to ensure that our RSE is relevant and accessible for all our pupils and that it is appropriate for all levels of understanding and maturity,

catering for all pupils and is respectful of how pupils choose to identify themselves, their sexual orientation and gender identity (emerging). This means that RSE is sensitive to the different needs of individual pupils and may evolve and adapt over time.

Monitoring and evaluation

The RSE programme within PSHE is monitored and evaluated by the Head of PSHE. Learning walks, lesson observations and work scrutiny all contribute to the monitoring of the department

The RSE programme within Science is monitored and evaluated by the Head of Science. Learning walks, lesson observations and work scrutiny all contribute to the monitoring of the department

Overall responsibility for the RSE policy and programme lies with the Head of PSHE and the Senior Leader with responsibility for PSHE. An annual report for governors is prepared and presented by the lead on RSE.

This policy was updated in June 2017 in consultation with stakeholders and the faith groups within the borough and ratified by Governors.

The next review of the RSE policy will be in June 2018, however we will update and amend the policy according to local and National trends and strategies.

Key staff involved in this policy

R Lastiotis

N Murray

W Jenkins

J. Higson

D Dickson

J Caswell

Key Partners

SACRE

Primary Phase Addition

Parents will be informed about primary SRE lessons through our website and parent consultation.

Aims and Objectives

We teach children about/to:

Reflect upon their daily routines

Keeping themselves clean and looking after themselves

Families, including different types of families, family differences

Growing and changing both physically and emotionally

Differences between boys/girls, male/female including exploring gender stereotypes

Naming body parts using scientific terminology to describe body parts, for example, penis, vagina, testicles

Personal space and appropriate/inappropriate touches

What is puberty? What physical and emotional changes occur in puberty.

Reproduction

Puberty and hygiene

Understanding relationships and what is a healthy relationship

Conception and pregnancy using scientific terminology including ovaries, fallopian tubes, sperm

Communication in relationships, including keeping ourselves safe online and who to talk to when I need help.

Context

We have a moral right and responsibility to ensure our pupils are taught sex and relationship education. It includes not only the teaching of sexual behaviour but also the physical and emotional changes that occur as we grow and change. **These lessons need to be taught effectively in order to prepare children and young people with the understanding and skills to safeguard themselves from child sexual exploitation.**

Sex and relationship education therefore starts in Reception to support in children thinking about looking after their bodies and develops gradually through to Year Six. In Year 6, the pupils are fully informed of the reproductive system and taught the importance of healthy relationships. Sex and relationship education is part of the science and PSHE curriculum and although non statutory, we have a moral obligation to ensure our pupils are correctly informed to enable them to feel safe, secure and healthy as they become older.

Organisation

We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our P.S.H.E. and Citizenship curriculum, we also teach some sex education through other subject areas, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

In science lessons, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow guidance material for science. Across both Key Stage 1 and 2 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body.

Within PSHE, sex and relationship education is taught explicitly over a period of three or four

lessons. All year groups, from Reception to Year 6, will have SRE lessons. Throughout the PSHE curriculum, healthy relationships and emotional wellbeing is taught both directly and indirectly. We are a Values Education School and the monthly values taught to our pupils also support in the teaching of this subject.

In Reception pupils are encouraged to begin to think about how they look after themselves and what they can do for themselves, for example, dressing and undressing. They are taught basic hygiene skills and routines and the importance of keeping clean. They will also identify family members and begin to think about how families can help one another.

Year 1 follows on from this by revising the themes of keeping ourselves clean and looking after ourselves. The scientific terms for body parts, penis and vagina, are introduced in the context of establishing if a baby is male or female. Families and understanding that there are different types of families is also taught.

In Year 2 pupils begin to consider gender stereotypes and identifying body parts is also revisited. Pupils explore male and female difference in relation to animals and are taught that a male and female are both needed to make a baby.

Year 3 looks more at safety awareness as the pupils discuss why parts of the body are called private parts, what is an acceptable touch and personal space. Families is also revisited, recognising that there are different types of families and also who to talk to when they need help.

Year 4 will be introduced to the concept of puberty through the teaching of life cycles. Pupils will be taught what is puberty and the changes that occur to male and female bodies. Reproduction is introduced using the scientific language, for example, sperm and egg.

In Year 5, puberty and reproduction are revisited with the opportunity provided for pupils to ask questions. Male and female physical changes are taught in more detail including menstruation, testicles dropping and wet dreams.

Year 6 recaps all previous learning about male and female changes before addressing the key themes of what's important in relationships and what is considered an appropriate, inappropriate touch. How does a baby start is also taught, including sequencing the conception process. Communication within relationships and the importance of keeping ourselves safe in different relationships is also taught.

The Role of Parents

The Primary Phase of the school is well aware that a substantial role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective we:

Inform parents about the school's sex education policy and practice;

Answer any questions that parents may have about the sex education of their child;

Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;

Encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;

Inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.

The Role of the Head

It is the responsibility of the Head to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the Head's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Head liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school's policy, and that they work within this framework. The Head monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

June 2017

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