

Relationships and Sex Education Policy and Health Education

Chalfont St Giles Village School



Approved by:	Governors	Date: November 2024
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Relationships, sex and health education are part of the Personal, Social and Health Education (PHSE) curriculum in our school. We use relationships, sex and health education to inform children about a range of issues with 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.

Aims

The aims of Relationship and Sex(RSE) and Health Education at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Support pupils to develop their knowledge and understanding of positive mental health
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To provide the confidence to be participating members of society and to value themselves and others.

- To help gain access to information and support.
- To develop skills for a healthier safer lifestyle.
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- To respect and care for their bodies.
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Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

Statutory requirements

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. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

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. The duties on schools in this area are set out in legislation.

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 compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools.

Context

While sex education in our school means that we give children age appropriate information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach sex education in the belief that:

- sex education should be taught in the context of stable relationships and family life;
- sex education is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and during Key Stage 2 will be made aware of the consequences of different sexual activities;
- it is important to build positive relationships with others, involving trust and respect

Delivery of RSE and the Curriculum

Delivering RSE

RSE is taught within the PHSE curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education (RE). At our school we use the Christopher Winter Project resources.

In PHSE we teach children about positive relationships, and we encourage children to discuss issues and openly explore questions about what makes a relationship.

In science lessons at Key Stage 1, teachers inform children that animals give birth to young. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 1 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. Children learn to appreciate the differences between people and how to show respect for each other.

At Key Stage 2 we teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it. The school has a programme of sex education that runs throughout the year groups. Teachers do their best to answer all questions with sensitivity and care. By the end of Year 6 we ensure that both boys and girls have been taught how babies are born, how their bodies change during puberty, what menstruation is and how it affects women. We always teach this with due regard for the emotional maturity of the children.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

Roles and responsibilities

The governing body

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the Curriculum and Standards Committee.

The headteacher

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

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Parents

The school is well aware that the primary role in children's relationships and 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 relationships and sex and health education policy and practice;
- provide opportunities for parents to view materials used in the classroom at Key Stage 2;
- 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 discuss their concerns about their child's education, when provided with curriculum information at the beginning of the school year or term;
- at Key Stage 2 inform parents about the best practice known with regard to relationships and sex education, so that the teaching in school supports the key messages that parents and carers give to children at home. We

believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Parents' right to withdraw

Parents' have the right to withdraw their children from the non-science components of RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSE.

Training

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Confidentiality

Teachers conduct relationships and sex education in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Designated Safeguarding Lead. They will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy.)

Monitoring arrangements

The delivery of RSE is monitored by the PHSE Lead through:

Observations, planning scrutinies, learning walks and discussion with children and staff.

Pupils' development in RSE is monitored by class teachers.

This policy will be reviewed by PHSE Lead annually. At each review, the policy will be approved by the Curriculum and Standards Committee