



AMCPS – Relationships and Sex Education Policy

April 2020 update

1. Aims

At AMCPS our children are encouraged to develop an understanding of the importance of family life, stable and loving relationships, respect, care and love. We have based our Relationships and Sex Education Policy on the [Relationships and Sex Education \(RSE\) and Health Education \(DfE 2020\) Guidance](#)

This policy should be read alongside our PSHE&C policy.

The aims of relationships and sex education (RSE) 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
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies.

2. Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#).

We follow the National Curriculum and ensure that we fully meet the requirements to teach science which includes the elements of sex education contained in the science curriculum.

3. 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.

4. Curriculum

Sex Education is not taught at Primary School and there is no right to withdraw from Science or Relationship modules.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. Teachers will inform parents of any questions that their child raises which may be outside of the scope of the typical year group curriculum.

Primary sex education is not compulsory in primary schools. At AMCPS, we teach the statutory part of the National Curriculum for science. As part of this, our primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born.

5. Delivery of RSE

RSE is taught mainly within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE) and physical education (PE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

Younger children are taught about friendships. We encourage all pupils to develop positive personal qualities. We teach children about bullying and address any issues. We encourage children to discuss issues and explore their feelings and aspects of learning through delivering the 'Jigsaw' scheme of work.

In science lessons, teachers inform children about growing up, puberty and how a baby is born. For this aspect of the school's teaching, we follow the National Curriculum.

In Key Stage 1, we teach children about how animals, including humans, move, feed, grow and reproduce, and we teach them about the main parts of our body.

In Key Stage 2, we teach about life processes and the main stages of the human life cycle in greater detail and discuss the main changes regarding puberty. We encourage the children to speak to member of staff if they need to.

In upper KS2 we place particular emphasis on health education, as many children experience puberty at this age. We may use the school nurse to support us in delivering this part of the curriculum. Teachers do their best to answer questions the children ask with sensitivity and care, making judgements about which questions are relevant to the whole class and responding to other questions separately. By the end of Key Stage 2, we ensure both boys and girls know 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 development of the children.

Online / Esafety is an important part of the Computing curriculum. We teach all children about staying safe as they use ICT including social networking and on-line games. Older children, learn about the risks of communicating online including sharing personal information, exchanging images and inappropriate online conversations.

Teachers conduct RSE lessons in a sensitive manner and in confidence. Whole class, group and one-to-one teaching is used as appropriate. At the beginning of RSE lessons, teachers explain that some things can be discussed within the class / group that other things are better discussed one-to-one with an adult and that, if anything is disclosed which causes concern, it might be necessary to seek advice from professionals who can provide help or advice. If a child makes a reference to being involved, or being likely to become involved, in sexual activity, the teacher will take the matter seriously and deal with it as a matter of safeguarding (see Safeguarding & Child Protection Policy).

Teachers will act in a similar way if a child indicates that they may have been the victim of child abuse. In these circumstances, the teacher will deal with the matter as detailed in the school's Safeguarding and Child Protection Policy.

Video clips, DVDs (animations), books and models are used in RSE. These are selected carefully from JIGSAW to match the curriculum and the age and maturity of the children. Inappropriate images and explicit material are avoided. The SWGfL filtering system protects schools from accessing unsuitable materials on the internet.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

6. Roles and responsibilities

The governing board

The Local Governing Body will approve the RSE policy, and hold the head teacher to account for its implementation.

The head teacher

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from 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-statutory components of RSE

Staff do not have the right to opt out of teaching RSE and all class teachers will take lead responsibility for leading this teaching and learning with their class. Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher.

Pupils

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

7. Parents' right to withdraw

The school is well aware that the primary role in the children's RSE lies with the parents and carers. We wish to build positive and supportive relationships with the parents and carers of our children through mutual understanding, trust and co-operation.

In promoting this objective we:

- Inform parents about the school's RSE Policy and practice before changing the content of planned RSE lessons
- Answer any questions parents may have regarding the PSHE and science schemes of work
- Take seriously and respond to any issues a parent may have linked to the delivery or content of the curriculum
- Encourage parents to be involved in, and aware of, the teaching and learning taking place in PSHE and RSE lessons;
- Encourage parents to talk with their child's teacher about issues that have arisen at home linked to aspects within RSE

Parents are advised, via newsletters and online/safety meetings, of the importance of protecting their children when using new technologies out of school.

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE which fall outside of the scope of the statutory science elements of the curriculum. As we do not teach Sex Education beyond that which is found in the Relationships and Science Curriculum, it is not expected that any such requests will be forthcoming.

8. Training

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar. The head teacher will also invite visitors from outside the school to provide support and training to staff teaching RSE as is necessary. (EG School Nurse)

9. Monitoring arrangements

The delivery of RSE is monitored by the SLT on behalf of the head teacher through: discussion with staff, monitoring of planning, pupil voice and learning walks.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by The Senior Leadership Team every two years or in response to changing requirements both nationally or within school practice.