



Heathfield Primary School

Relationships and Sex Education Policy

Signed Head:

Signed Chair:

Date:

INTRODUCTION

We have based our school's sex education policy on the DFE guidance document Sex and Relationship Education Guidance.

The Secretary of State for Education confirms the Government's ambition to support all young people to stay safe and prepare for life in modern Britain by making Relationships Education (Primary) subject to the outcome of a thorough consideration of the subject, Personal, Social, Health and Economic Education (PSHE - both) statutory in all schools. The government laid an amendment¹ to the Children and Social Work Bill on 1 March 2017 which we intend to come into effect from September 2019.

PURPOSE

We teach sex education in the context of the school's aims and values, and with an awareness of the moral code which underpins all our work in school. In particular, we teach sex education in the belief that:

- sex education should be taught in the context of changes to our bodies and growing up
- within the framework of marriage, different relationships and family life; this links with our statutory duties in respect of the Equalities Act [Equality Policy.docx](#)
- 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
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self control;
- children should know what to do if they are worried about any sexual matters, this links with the safeguarding and child protection policy [Safeguarding and CP Policy October 2018-SAF.docx](#)

GUIDELINES

While the main sex education teaching is part of our personal, social and health education curriculum, we also teach some sex education through other subject areas including citizenship, science and PE, 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 PSHE we teach children about relationships, and we encourage children to discuss issues. In line with the statutory equalities act, children learn to appreciate the differences between people and how to show respect for each other. In Science, we teach children about how animals, including humans, move, feed, grow and reproduce and about the reproduction cycle of plants.

In KS2, life processes and the main stages of the human life cycle are studied in greater depth. In upper KS2, we place a particular emphasis on health education, liaising with the local Health Authority and school nurse, about suitable teaching materials. As many children begin experiencing puberty at this stage, we ensure that both girls and boys know about how babies are born, how their bodies are changing and what menstruation is and how it affects women. Teaching always takes into account the emotional development of children, and questions are answered with sensitivity and care.

ROLES AND RESPONSIBILITIES

The school is well aware that the primary role in children's sex education lies with parents and carers. We build a positive and supporting relationship with the parents and children at out school and believe, through mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities. Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher, and identify which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

Equal opportunities statement

Our programme aims to respond to the diversity of children's cultures, faiths, and religions and prepare for life in modern Britain. It is for this reason that certain areas of the Sex and Relationships Education policy are not covered during lessons, but within wider understanding of equality and diversity. More information about the remit of the British Values themes can be found here; [British Values and SMSC Policy.docx](#) [British Values Appendix.docx](#)

What is covered?

At KS1, children learn to build strong relationships.

At KS2, children build upon their learning in KS1 and continue to build their self esteem and relationships with other children. They learn more about the different types of families, and the importance of the wider community. They learn about how they and their responsibilities change as they grow older.

As agreed with governors of the school for religious and cultural reasons, it is not the practice of the school to discuss or teach about sex, although questions raised will be sensitively answered and an awareness of sex will be acceptable. However, the children discuss some differences that occur during puberty, and have talks by either the school nurse or learning mentor surrounding such issues. This happens, for the girls, during their time in Years 5 & 6. After the talk, a fact sheet is sent home with the children in a sealed envelope to enable the children to share the information with their parents or just read it themselves. Prior to the talk, a letter is sent to the parents to explain that a fact sheet would be sent home in a sealed envelope.

To ensure our pupils are ready for the next stage of learning and are being kept safe, here's what pupils should know by the end of primary school;

Families and people who care for them

- That families are important for children growing up because they can give love, security and stability
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- That others' families, either in school or in the wider world, sometimes look different to their family, but that they should respect those differences and know that other children's families are also characterized by love and care
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up

- That marriage represents a formal and legally recognized commitment of two people to each other which is intended to be lifelong
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends
- The characteristics of friendships, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to managing these situations and how to seek help or advice from others if needed

Respectful relationships

- The importance of respecting others, even when they're very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness
- That in school and in the wider world they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a stereotype is, and how stereotypes can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

- That people sometimes behave differently online, including by pretending to be someone they're not
- That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for other online (even when we're anonymous)
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they've never met
- How information and data is shared and used online

Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- About the concept of privacy and the implications of it for both children and adults (including that its not always right to keep secrets if they relate to being safe)
- That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't know
- How to recognise and report feelings of being unsafe or feeling bad about any adult
- How to ask for advice or help for themselves or others, and to keep trying until they're heard
- How to report concerns or abuse, and the vocabulary and confidence needed to do so
- Where to get advice (e.g. family, school, other sources)

CONCLUSION

The Governing Board Learning Challenge Sub-Committee monitors the delivery of the sex education programme that we teach in our school and reviews this policy biannually. The Committee gives serious consideration to any comments from parents and listens to the views of the children in our school regarding sex education.

We look positively at any initiatives that support us in providing the best sex education teaching programme that we can devise.

We continue to monitor the unfolding national debate and guidance from the DfE on the teaching of this subject, and do so in consultation with our community.