

# Cherry Tree Primary School



## Sex and Relationships Education Policy

### Our Mission Statement

*Bringing out the best in each other as we blossom and grow*

### Our Values

*Happy, Aspirational, Resilient, Independent, Open-minded, Compassionate*

Version	Date	Action	Signed
1	February 2016	Policy drafted and presented to staff and governors, feedback and amendments invited.	
1	March 2016	Policy ratified at the Full Governing Board meeting	
2	February 2019	Reviewed and updated by AB	
		Approved by Curriculum Committee 26.02.19	
	March 2022	To be reviewed	

## **1. AIMS**

The aims of the RSE policy is to provide a working document giving clear guidance to staff, parents and Governors on what is delivered, why it is delivered and when it will be reviewed.

The aims of relationship and sex education (RSE) at Cherry Tree 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 and move with confidence from childhood through adolescence into adulthood
- Create a positive culture around issues of relationships and sexuality
- Teach pupils the correct vocabulary to describe themselves and their bodies

The school's approach and the content of its sex and relationships teaching will be differentiated appropriately to reflect the different ages and levels of maturity of the pupils being taught. At Cherry Tree, effective sex and relationship education is seen to be essential if young people are to make responsible and well informed decisions about their lives. It will be part of lifelong learning about spiritual, cultural, physical, moral and emotional development. It will be about understanding of the importance of stable and loving relationships, respect, love and care. It will also be about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity.

## **2. STATUTORY REQUIREMENTS**

RSE is currently not compulsory in primary schools however they are required to teach the elements of sex education contained in the science curriculum.

If primary schools do teach RSE, they must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

## **3. POLICY DEVELOPMENT**

The Governing Board, Head Teacher and representatives of parents will review our sex and relationship education policy to ensure that this policy reflects the culture of the community we serve.

## **4. DEFINITION**

RSE is about the spiritual, cultural, physical, moral and emotional 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.**

## **5. DELIVERY OF RSE**

RSE is taught 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).

Pupils in Year 5 and 6 also receive stand-alone sex education sessions delivered by a trained health professional. Single sex groups will be used as and when deemed appropriate.

Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances. There will be a graduated, age-appropriate programme of sex and relationship education. Teaching methods will take account of the developmental differences of children.

Learners will be supported with developing the following skills:

- Recognising and maximizing a healthy lifestyle
- Communication, including how to manage changing relationships and emotions
- Understanding that there are strong and mutually supportive relationships both within and outside marriage. (The nature and importance of a secure, loving family when bringing up children will be emphasised).

- Understanding the significance of marriage and stable relationships as key building blocks of community and society
- Understanding human sexuality and knowing accurate information to inform decision making
- Understanding difference and respecting themselves and others and for the purpose also of preventing and removing prejudice
- Enabling young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity.
- Building up knowledge and skills which are particularly important today because of the many different and conflicting pressures on young people.

## **6. ROLES AND RESPONSIBILITIES**

### **The Governing Board**

The Governing Board 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 non-statutory/non-science components of RSE (see section 7). The Head Teacher will ensure that staff are given appropriate training and support to carry out their work sensitively.

### **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/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 Head Teacher.

### **Pupils**

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

## **7. PARENT'S RIGHT TO WITHDRAW**

Parents have the right to withdraw their children from the non-statutory/non-science components of RSE but not from relationship education.

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

As a school we acknowledge and celebrate cultural and religious diversity and we are sensitive to any issues such diversity may bring in relation to RSE.

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

## **8. MONITORING ARRANGEMENTS**

Pupils' development in RSE is monitored by class teachers as part of our internal assessment. The policy will be reviewed annually by a member of the Senior Leadership Team. Any changes to the policy will be approved by the Governing Board.