



POLICY TITLE: Sex and Relationships

Persons with Responsibility:

Amy Rogers (Principal)

Documents consulted:

This policy and procedure has been produced based on recommendations from Oxfordshire County Council.

Policy History:

Issue No.	Date	Author	Summary of Changes	Next Review Date
1	December 2017	AR	Inclusion of weekly internet safety lessons and new Welfare and Inclusion Manager	December 2019
2	December 2019	AR	No changes until June 2020 when a new policy will be issued	June 2020 due to new RSE government guidelines coming in force

The Education Reform Act (*section 1) states that a school should provide a curriculum that “promotes the spiritual, moral, cultural, mental and physical development of pupils ... and of society; and prepare such pupils for the opportunities, responsibilities and experiences of adult life”. Sex Education is an important dimension of a child’s statutory entitlement.

What is Sex and Relationships Education?

Sex and Relationship Education is described as lifelong learning about physical, moral and emotional development.

This means that we want our children to understand:

- The importance of stable and loving relationships.
- The importance of respect for one another, regardless of religion, culture or sexual orientation.
- About sexuality and sexual health.
- About physical, moral and emotional development.
- About the rights of an individual in terms of their body.

We believe this will help them become confident and responsible young people and prepare them for adult life.

There are three main elements to Sex and Relationships Education

1. Attitudes and Values
 - Moral considerations and conscience
 - Valuing family life, commitment, stable and loving relationships
 - Respecting and caring for each other
 - The ability to explore and understand moral dilemmas
2. Personal and Social Skills
 - Learning to manage emotions confidently and sensitively
 - Developing self-respect and empathy for others
 - Making choices, without prejudice
 - Appreciating the consequences of your choices
 - Managing conflict
 - Learning to recognise and avoid exploitation and abuse
3. Knowledge and Understanding
 - Physical development
 - Understanding sexuality, sexual health, emotions and relationships

Safeguarding

Within our Sex and Relationship Education we are committed to safeguarding children. We ensure that assemblies and lessons equip children with knowledge relating to risks in the modern world. Awareness of sexual mutilation and exploitation are taught at an age appropriate level throughout school. An example of this is the “Underpant Rule” taught by the NSPCC to enable children to understand the private parts of the body.

The school would always refer with the appropriate body should any concerns relating to sexual exploitation and mutilation occur.

Disclosure – If during discussions a child reveals information that could constitute a child protection issue, the Principal or deputy DSL must be informed immediately. The school regards the safeguarding of children as the utmost priority. Any disclosures would be dealt with sensitively and thoroughly in line with our Safeguarding and Child Protection Policy. This may lead to referrals to relevant agencies.

Teaching and Learning

The school aims to provide a “rolling” programme of Sex and Relationships Education from Nursery to Year 6 which ensures that children are provided with information which is easy to understand and relevant to their ages and maturity.

Sex and Relationships Education is taught through Science topics, PHSE and Citizenship topics and may also be taught through assemblies and when visitors come in (such as the school nurse). It will also be dealt with through answering children’s questions and responding appropriately to opportunities that arise in the course of all teaching.

A more specific Sex Education programme is taught in Years 5 and 6 and children may be taught in single sex groups where necessary. The school nurse visits the school and together with the class teacher delivers discreet sessions which discuss puberty, relationships and childbirth. These sessions will also explore the risks of the modern world such as internet exposure and body image. The children will be educated in the use and associated risks of a range of social media.

The Sex Education parts of the Science National Curriculum at Key Stage 1 and 2 are compulsory for all children at primary schools.

Personal Security Guidelines and Use of social Media

Dashwood Banbury Academy is aware that in an every changing world the Internet contains a vast store of information from all over the world is mainly aimed at an adult audience and maybe unsuitable for children. We feel that it is extremely important to educate children in the safe use of self-images, social networking sites, phones as well as the internet. We aim to do this as part of our relationship education as increasingly upper Key Stage 2 children undertake their relationships primarily via social networking sites and by using social media. These subjects are also touched upon through our weekly internet safety lessons.

Key factors are:

- To never reveal personal information, either their own or others, such as home addresses, telephone numbers and personal email addresses.
- To not use photographs of themselves on their Web pages unless the parent or guardian has given permission to do so;
- To understand the very public nature of such sites as Facebook and Snapchat and the far reaching implications of this
- To never meet people in person that they have contacted on the Internet without parent/guardian permission.
- To notify their teacher whenever they come across information or messages that are dangerous, inappropriate, or make them feel uncomfortable.
- To be aware that the author of an Email or Web page may not be the person they claim to be.

Monitoring and Evaluation

Sex and Relationships Education is monitored in terms of coverage and progression within the context of the schools PHSE, Science and RE schemes of work. This enables pupils to revisit and extend their learning through different subjects. Policy and practice is evaluated and reviewed in consultation with staff and governors.

Within the taught and hidden curriculum i.e. the whole school environment, pupils should be given frequent and regular opportunities to work on feelings and to practice personal and interpersonal skills. We value and respect the learning that goes alongside school links, are essential dimensions of Sex Education. It is important to involve, whenever possible, and certainly to inform parents about the Sex Education programme within in the curriculum.

Parents – We are committed to working with parents on the delivery of Sex and Relationships Education. Any parents may withdraw their child from the parts of the Sex and Relationships Education curriculum that are outside the compulsory Science curriculum. Any parent seeking to

withdraw a child should see the Principal to discuss the effect of this. Parents may also review the teaching materials that are used in school.

Our Inclusion and Welfare Manager is a deputy DSL and available daily to discuss concerns with parents/carers and support pupils where needed.