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**Relationships and Sex Education Policy**

##### 1.0 Introduction

 All pupils, regardless of their developing sexuality, are entitled to an RSE curriculum that is relevant to their age group and sensitive to their needs. Teachers should be aware that for some children the RSE they receive at school will be the main, and sometimes only, source of sex education, particularly for children from some communities.

 The sex education elements of the National Curriculum Science Order are mandatory for all pupils of primary and secondary school age. These cover anatomy, puberty and the biological aspects of sexual reproduction. Other elements of Personal, Social, Health and Economic education (PSHE), including RSE, are non-statutory, but ensure pupils explore the skills, values and attitudes that are essential to lead a positive and healthy lifestyle. Within the context of healthy mutual relationships, it seeks to encourage respect for self, respect for others and a responsibility for one’s own actions.

 Parents can withdraw their child from the non-statutory parts of RSE; if they wish to do this then they must notify the school. The school will not provide alternative teaching or lessons during this time.

**2.0 Aims**

2.1 To foster an understanding that positive, caring environments are essential for the development of a good self-image.

2.2 To foster self- awareness and self-esteem, and a sense of responsibility and respect for themselves and others, including the nature of sexuality and relationships.

2.3 To provide pupils with accurate and relevant information about the physical and emotional changes they will experience throughout their formative years and into adulthood

2.4 To encourage the acquisition of skills and attitudes which allow pupils to manage their relationships in a responsible and healthy manner.

**3.0 Objectives**

3.1 Children are well prepared for puberty and the physical and emotional changes associated, and know how to seek support.

3.2 Pupils demonstrate openness and confidence in talking, listening and thinking (with adults and each other) about the human body, sexuality, feelings and relationships with developed emotional intelligence and empathy.

3.3 Children know what sex is, that it happens in a loving relationship and that it’s how babies are made.

3.4 Children become more assertive in situations where they feel behaviour towards them or others makes them feel uncomfortable, knowing better what is and isn’t appropriate.

3.5 Pupils feel better prepared for the opportunities, responsibilities and experiences of adult life.

3.6 Children develop positive values and a moral framework to guide their decisions, judgements and behaviour.

3.7 Children know and respect that families are different to their own and respect those in same sex relationships.

3.8 Children are confident about their own bodies recognising that the media’s portrayal of the perfect body is not realistic.

3.9 Children feel comfortable in their own skin, knowing that they don’t have to conform to gender, or other, stereotypes.

3.10 Children have the skills to avoid being pressured into risk-taking behaviours.

3.11 Children have an understanding of how the law applies to sexual relationships.

**4.0 Teaching Strategies and Links with Other Subjects**

4.1 SRE is planned across the school ensuring themes are delivered in an age appropriate way.

4.2 Links are made to Science, PSHE, the School’s 5Rs and British Values so that SRE is seen in a broad and relevant manner.

4.3 The school uses a variety of resources including Channel 4s Living and Growing DVDS and books, the PSHE scheme of work as set out by the PSHE society, Spring Fever resources and others that the teachers believe will support the learning and understanding of the pupils.

4.4 As the pupils reach Year 5 and 6 their work will cover puberty, conception, birth, and look at issues around body image, FGM and other issues that may arise around social media.

 **5.0 Inclusion**

5.1 As with all areas of education sex education is an entitlement for all children although parents will be given the opportunity to withdraw their children from the programme.

**6.0 Monitoring and Evaluation**

6.1 This policy will be reviewed biannually by the school staff and Governors.

**Approval**

Approved at the full governing body meeting held on 22nd June 2017 minute number 10.3

Date for review: Summer Term 2019

Committee Responsible: Teaching & Learning