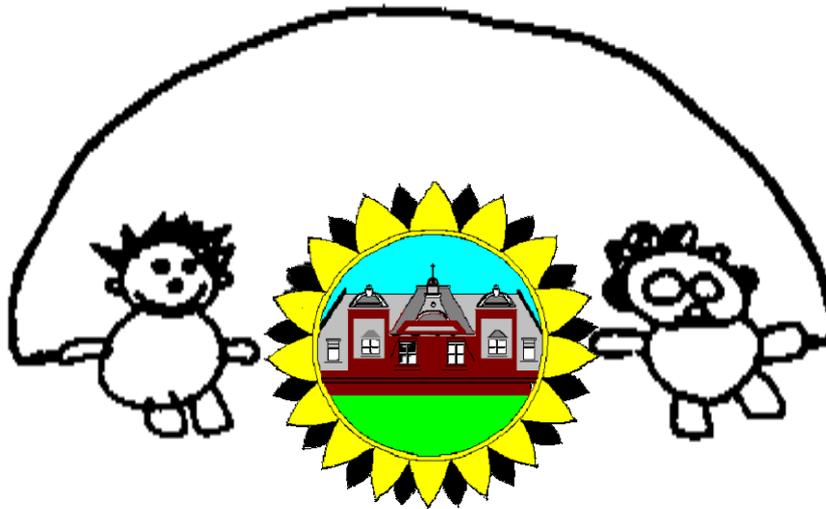


# Lakeside Community Primary School



## Policy for Relationship and Sex Education

## **RELATIONSHIP AND SEX EDUCATION POLICY**

### **Definition of Relationship and Sex Education**

Relationship and Sex Education (RSE) is an educational entitlement for all children and young people. It is lifelong learning about physical, moral emotional development. It is also about sex, sexuality and sexual health. RSE can enhance self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others.

The purpose of RSE is to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development and helping them to understand themselves, respect others and form and sustain healthy relationships.

### **Morals and Values.**

At LCPS our approach to RSE will be conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality, within legal parameters.

We also believe that pupils have an entitlement to:

- Age and circumstance appropriate RSE.
- Access to help from trusted adults and helpful services.

RSE has three main elements as follows:

#### **Knowledge and understanding**

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.

#### **Attitudes and values**

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

#### **Personal and social skills**

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

### **INCLUSION**

LCPS strongly believes that all pupils should have access to RSE that is relevant to their particular needs.

We intend that all pupils shall experience RSE at a level which is appropriate for their age and physical development, with adaptations for those whose cognitive development is particularly slow.

We recognise that RSE is equally important for boys and girls. We also recognise the potential impact of disability on body image, self-esteem and the opportunity to establish positive relationships now and in adult life. Some of these issues may need to be dealt with sensitively on an individual basis.

School health may be contacted if support for RSE in terms of advice, input into lessons, provision of pastoral support for pupils and resources is needed.

### **RSE programme.**

RSE will be delivered as part of LCPS's approach to PSHE and Citizenship. It will also be contained within

1. The taught National Curriculum Science Programme of Study.
2. RSE modules within each Key Stage delivered within a planned PSHE programme.
3. Pastoral support for pupils who experience difficulties.

Staff should make it explicit that lessons will cover essential knowledge as well as the opportunity for reflection and discussion. It is important that teachers can present the RSE content information with a sense of openness but that the opportunity for pupils to ask questions is there.

At Lakeside we place a high priority on the development of positive relationships between all members of the school community. All members of staff work to establish a climate within all lessons and activities where people communicate effectively, respect one another and enjoy learning together.

### **Aims of the programme**

- To reassure children of their value and self-worth including aspects of dignity, self respect and self-restraint
- To nurture a responsible attitude towards personal relationships including aspects of mutual respect and care and to develop sensitivity towards the needs of others encompassing fidelity and loyalty
- To provide knowledge of loving relationships
- To provide knowledge of human reproductive processes
- To inform children on matters of personal hygiene and related health issues
- To encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour
- To educate against discrimination and prejudice

### **Ground rules and distancing techniques**

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of sex and relationships. Ground rules will be agreed to provide a common values framework within which to teach.

- No one (staff or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Only the correct names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way.

Staff need to be sure that they are aware of issues that may arise out of teaching and learning about Relationship and Sex Education.

### **Parental concerns and withdrawal of children**

Parents have a legal right to withdraw their children from dedicated 'sex education' lessons. They do not have a right to withdraw their children from those aspects of RSE that are taught in National Curriculum Science or where RSE issues arise incidentally in other subject areas.

### **Confidentiality and informing parents/carers**

LCPS staff cannot promise absolute confidentiality if approached by a pupil for help.

Staff must make this clear to pupils. Child protection/safeguarding procedures must be followed when any disclosures about abuse are made.

It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection/safeguarding issues, staff must make a careful judgement about whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the pupil may be experiencing.
- The pupil's age, maturity and competence to make their own decisions.

Where it is clear that a pupil would benefit from the involvement of a third party, staff should seek the consent of the pupil to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/carer.

### **Child Sex Abuse Procedure**

The Safeguarding/Child Protection Procedures as laid down by the Derby City LA will be followed. All referrals, whatever their origin will be taken seriously and will be considered with an open mind that does not pre-judge the situation. The procedures adopted within the Derby City LA area for handling cases of neglect, physical, emotional and sexual abuse involving children are based on the principle that the interests and welfare of the child are of paramount importance.

In broad terms the following categories of abuse are recognised for the purposes of the child protection register:

- Neglect - persistent or severe neglect or the failure to protect a child from exposure to any kind of danger including, for example, extreme cold and starvation.
- Physical abuse – causing actual or likely physical injury to a child or failure to prevent physical injury or suffering to a child
- Sexual abuse – actual or likely sexual exploitation to a child
- Emotional abuse – persistent or severe emotional ill treatment or rejection of a child that actually has or is likely to have an adverse effect upon their emotional and/or behavioural development.

It should be noted that the school is not the main agency in cases of abuse; the Police, Children and Young Persons Services fill that role. School will pass on information via the Child Protection Co-ordinators to the appropriate agency.

Confidentiality does not prevent action if the child is 'at risk'. All staff will listen sympathetically to anything a child tells them in confidence. However, if a member of staff feels that a child is at risk then the matter will be passed to one of the Designated Safeguarding Leads in accordance with the above Safeguarding/Child Protection Procedures, a copy of which is available for parents/carers in school.

### **Complaints Procedure**

If any person within the school community has any cause for concern about the Policy for Relationship and Sex Education they are invited into school to resolve their concern as soon as possible with the Head. In the unlikely event that the concern cannot be dealt with, the Governors and then the LA can be contacted.

A copy of the policy will be kept in the school office and by the Head of LCPS and on the School Website.

L.Knibbs