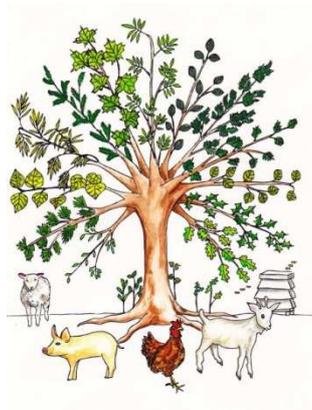


Edwalton Primary School

# Sex and Relationships Education Policy



**Reviewed: February 2018**  
**Next Review: February 2020**

Designated teacher: Heather Lee

## **Introduction**

The 2010 Education Act requires that all schools have an up to date policy, which outlines the content and organisation of Sex and Relationships Education (SRE). This policy is based on the DfE guidance, 2000.

Sex and relationships education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive sex and relationships education does not make young people more likely to become sexually active at a younger age. Consideration needs to be given to the important role that the media plays in young people's lives.

## **Aims and Objectives**

We aim to promote a healthy understanding of sex and relationships by:

- Exploring attitudes and values around sex and relationships.
- Preparing children for the physical and emotional changes as they go through puberty.
- Making children aware of their rights particularly in relation to their bodies.
- Informing children about reproduction and birth within the context of loving, caring relationships.
- Enabling children to have access to appropriate support.
- Empowering children to make positive decisions about their health related behaviour.
- Helping children to develop and use communication skills and assertiveness skills to cope with the influences of their peers and social media.

## **School Culture and Environment**

Positive relationships already exist between teaching staff, non-teaching staff, parents, governors, pupils, the school nurse and the wider community. These relationships are continually promoted and strengthened.

Messages that are being promoted in SRE are supported and reinforced through the ethos of the school and it's environment, including issues that may be brought to the attention of the school council.

## **Moral and Values Framework**

Sex and relationships education will reflect the values of the PSHE and Citizenship programme. SRE will be taught in the context of relationships. In addition, SRE will promote self-esteem and emotional health and well-being and help pupils form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

## **Inclusion and Support**

In accordance with the school's stance on equal opportunities steps will be taken to ensure inclusion and support for all pupils regardless of:

- Ethnicity
- Gender
- Special Educational Needs
- Disability
- Religion
- Culture
- Language
- Sexuality
- Disadvantaged and Children who are Looked After (CLA)

Parental involvement will be encouraged where appropriated and additional provision for pupil support and staff support will be offered by the school where necessary.

There are many different faith and cultural perspectives on aspects of SRE. As a school we will deliver SRE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance. Parents and carers can then contextualize the learning within their own faith and values framework in their discussions with children following teacher-led sessions. We will use a range of materials and resources that reflect our cultural diversity and encourage inclusiveness.

## The Curriculum

SRE is taught in an age appropriate manner throughout the school. Some elements of SRE are taught through the Science National Curriculum and some are taught through PSHE lessons.

### Science:

#### **Year 2**

Pupils should be taught to:

- notice that animals, including humans have offspring which grow into adults.
- describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

#### **Year 5**

Pupils should be taught to:

- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age.

### PSHE:

#### **3 core themes**

- **Health and Wellbeing – Healthy lifestyles/Keeping Safe/Growing and Changing**
- **Relationships – Healthy Relationships/Feelings and Emotions/Valuing Difference**
- **Living in the Wider World – Rights and Responsibilities/Taking Care of the Environment/Money Matters**

From April 2018 Edwalton Primary School will implement a scheme called 'Teaching SRE with Confidence' by the Christopher Winter Project to deliver our SRE. This will ensure coverage and progression throughout the year groups.

| <b>Year Group</b>                                | <b>Lessons</b>   |
|--|--|
| Foundation - Our Lives                           | Lesson 1: Our Day<br>Lesson 2: Keeping Ourselves Clean<br>Lesson 3: Families   |
| Year 1 – Growing and Caring for Ourselves        | Lesson 1: Keeping Clean<br>Lesson 2: Growing and Changing<br>Lesson 3: Families and Care   |
| Year 2 - Differences                             | Lesson 1: Differences: Boys and Girls<br>Lesson 2: Differences: Male and Female<br>Lesson 3: Naming the Body Parts   |
| Year 3 – Valuing Differences and Keeping safe    | Lesson 1: Differences: Male and Female<br>Lesson 2: Personal Space<br>Lesson 3: Family Differences   |
| Year 4 – Growing Up                              | Lesson 1: Growing and Changing<br>Lesson 2: What is Puberty?<br>Lesson 3: Puberty Changes and Reproduction   |
| Year 5 - Puberty                                 | Lesson 1: Talking about Puberty<br>Lesson 2: Male and Female Changes<br>Lesson 3: Puberty and Hygiene  |
| Year 6 – Puberty, Reproduction and Relationships | Lesson 1: Puberty and Reproduction<br>Lesson 2: Understanding Relationships<br>Lesson 3: Conception and Pregnancy<br>Lesson 4: Communication in Relationships<br>Lesson 5: Female Genital Mutilation<br>Lesson 6: Homophobia – challenging stereotypes |

## **Links will also be made with other curriculum areas:**

### **English:**

- Fiction often addresses relationship issues. English curricular planning may include relevant books to address relationship issues.
- Non-fiction can also be used to support children's understanding and to support parents in talking to their child about SRE.
- Sex Education Forum Website – [www.ncb.org.uk/sef](http://www.ncb.org.uk/sef) - has an article exploring the use of children's literature.

### **By the end of Key Stage 1, pupils should have learnt:**

- Basic communication skills - listening and talking with others
- To recognise and name a range of emotions
- To explore a range of ideas and feelings
- To recognise an unsafe situation
- To talk with a trusted adult and ask for help
- They will also know and understand that babies and children need to be cared for and will have thought about their responsibilities in caring for others.

### **By the end of Key Stage 2, pupils should have learnt:**

- Listen to others and explain themselves
- Explore and discuss, describe and express emotions
- Recognise abuse and ask for help
- Manage the physical and emotional changes of puberty
- They will also know and understand the physical and emotional changes of puberty, the importance of family relationships for the support of children and how healthy routines can reduce the spread of infections and disease.

## **Teaching and Learning**

All class teachers will have responsibility for safeguarding vulnerability and delivering SRE. Teaching assistants may provide additional support for children with special educational needs. Everyone involved in the teaching of SRE will follow the school policy.

The personal beliefs and attitudes of teachers will not influence the teaching of SRE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to SRE will work to the agreed values within this policy.

Within SRE children will develop confidence in talking, listening and thinking about sex and relationships. To achieve this, a number of teaching strategies will be used, including:

- Establishing ground rules with pupils
- Using 'distancing' techniques (e.g. case studies)
- The provision of a 'question box' during each planned session
- Dealing with children's questions in an appropriate manner
- Using discussion and appropriate materials and role play
- Encouraging reflection.

## **Questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This should form the focus of the first lesson of the unit of teaching.

Children can ask confidential questions by placing them in the class question box. This allows the teacher time to ensure questions are answered in an appropriate and factual way with reference to the age and maturity of the class. Teachers may feel that it is not appropriate to answer some questions. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

## **Parental consultation**

Parents will be informed of the school's intention to deliver SRE and will be given the timing of relevant sessions. They will have the opportunity to preview any teaching resources that will be used and will be informed of their right to withdraw a child.

Parents do have the right to withdraw their children from those aspects of sex and relationship education that are not included in the National Curriculum Science Orders. If a parent wishes their child to be withdrawn from the programme they should discuss this with the head teacher and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of the parent in this regard.

The school acknowledges that the primary role in children's sex education lies with parent and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective we:

- inform parents about the school's sex education policy and practice
- answer any questions that parents may have about the sex education of their child
- take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for sex education in the school
- inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home
- inform parents when the main sex and relationship programme in years 5 and 6 are about to commence and provides opportunities for parents to view the videos and resources being used.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

### **Child Protection and Concerns**

Teachers are aware of procedures to follow in the event of a disclosure e.g. sexual activity, inappropriate sexual behaviour, suspected or confirmed pregnancy. They will follow child protection procedures outlined in the Welfare of the Whole Child policy.

### **Confidentiality**

Individual teachers will explain to their class that certain information given to the teacher will remain confidential, but that some cannot if it is about a risk to their safety (Child protection and safeguarding – see Welfare of the Whole Child Policy for guidance).

### **Monitoring and Evaluation**

Monitoring is the responsibility of the head teacher, Curriculum committee of the governing body, the PSHE co-ordinator and the lead teacher for SRE. The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning and questionnaires to children. The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

### **Process for Policy development**

As a school, we will:

- consult with parents on all matters of health education policy (opportunities to feedback and preview resources)
- listen to the views of the children in our school regarding sex education (question box or pupil questionnaires)
- look positively at any local initiatives that support us in providing the best sex education programme that we can devise.

In addition, we audit existing provision in order to develop, implement, monitor and evaluate the curriculum.

Heather Lee is the designated teacher with responsibility for coordinating sex and relationship education. Teachers across all age groups throughout school have a responsibility to deliver SRE education in line with this policy at an age appropriate level.

### **Links with other policies**

This policy is linked with the following policies:

PSHE & Citizenship Policy  
Welfare of a Whole Child and Safeguarding Policy  
Equality Policy  
Behaviour and Anti bullying Policy  
Health and Safety Policy

These policies can be found in the school office and on the school website

Signed by Chair of Governors ..... Date.....