

Edwalton Primary School

Sex and Relationships Education Policy



Written February 2013, updated November 2015.

Designated teachers:

Brian Owens (Headteacher),

Jenny Hodgkinson (SENCO/Safeguarding, PSHE Accredited teacher specialising in SRE)

To be reviewed every 2 years – date of next review November 2017

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 Educations (SRE) outside the National Curriculum Science Order.

Sex and relationship 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 relationship 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

At Edwalton Primary School, we believe that young children in our care should be given a range of life skills so that they will be able to make sense of all aspects of their world. Working through an agreed moral and values framework we will encourage the children to develop self-respect and an understanding and their personal worth. Development of these values will enable them to make reasoned decision concerning their personal development both within and outside school.

More specifically, we will provide them with the necessary biological facts and understanding of their bodies and bodily functions, taking into account their age and maturity.

Through a programme of PHSE (SEAL), we will initially develop each child's self-esteem and self-worth. As children develop and mature, a greater emphasis will be placed upon developing an understanding of the importance of stable and loving relationships, respect, love and care. This will be achieved by extending and developing the strong links and partnerships that already exist with parents, grandparents and carers.

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families.

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 a school council.

Moral and Values Framework

Sex and relationship 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 them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Process for Policy development

As a school, we will:

- consult with parents on all matters of health education policy (parent questionnaires, 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.

The organisation of Sex and Relationship Education

Miss J. Hodgkinson 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 inline with this policy at an age appropriate level.

It is our intention that all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

Sex and relationship education is delivered through science, RE, PSHE, Citizenship, literacy activities and Circle time. Sex and relationship education is taught by classroom teachers and outside visitors, such as the school nurse.

A range of teaching methods which involve children's full participation are used to deliver sex and relationship education. These include use of video, discussion, looking at case studies, drama and role play.

Sex and relationship education is usually delivered in mixed gender groups. There may, however, be occasions where single gender groups are more appropriate and relevant.

Resources to teach sex and relationship education include fiction, reference books, leaflets and extracts from videos.

The teaching programme for Sex and Relationship Education

The objectives of Sex and Relationship Education are:

- to provide the knowledge and information to which all pupils are entitled;
- to clarify/reinforce existing knowledge;
- to raise pupils' self esteem and confidence, especially in their relationships with others;
- to help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- to help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;
- to provide the confidence to be participating members of society and to value themselves and others;
- to help gain access to information and support;
- to develop skills for a healthier safer lifestyle;
- to develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- to respect and care for their bodies;
- to be prepared for puberty and adulthood.

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.

All SRE will be delivered within a safe and supportive environment and within the broad context of PSHE and Citizenship.

This programme is delivered as follows:

Foundation

Children learn about the concept of male and female and about young animals.
In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

Science:

At KS1, pupils will be taught:

- That animals, including humans move, feed, grow, use their senses and reproduce.
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can produce offspring and that these offspring grow into adults (life cycles)
- To recognise similarities and differences between themselves and others and to treat others with sensitivity.

- They learn about the importance of personal hygiene to maintain good health.

At KS2 pupils will be taught:

- That the life processes common to humans and other animals include nutrition, movement, growth and reproduction
- to build on their knowledge of life cycles and learn about the basic biology of human reproduction including puberty and intercourse, pregnancy and the birth of a baby in Year 5 & 6.
- Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene.
- They learn about the importance of personal hygiene and to maintain good health as they grow older.

PSHE:

PSHE and Citizenship includes 3 elements:

- The acquisition of accessible , relevant and age-appropriate information;
- Clarification and development of attitudes and values that support self-esteem and are positive to health and well-being
- The development of personal and social skills to enable emotional development and interaction with others as well as making positive healthy choices and actively participating in society.

RE and Citizenship

Pupils can explore issues about relationships and acting within an agreed moral framework. Work can also be done on guidelines for sex and relationships within the structures of different religious groups.

Citizenship provides opportunities for exploring issues around SRE, particularly looking at links with the wider community and global issues.

At Key Stage 1

In RE and Citizenship children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

Key Stage 2

In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge.

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, which can link to anti-bullying, friendships and many aspects of relationships.
- 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 - has an article exploring the use of children's literature.

Assemblies

Assemblies provide yet another opportunity for children to think about issues related to the SRE curriculum:

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

For those responsible for delivering teaching of SRE, staff development will be made available to ensure that they have the necessary skills and resources in order to prepare appropriate, differentiated work., share intended outcomes and take steps to create a safe and stimulating learning environment, which offers objectivity and time or reflection and review.

A range of teaching methods, which involve children's full participation are used to teach SRE. These include use of video, discussion, looking at case studies, questionnaires and quizzes, drama and role play.

SRE is usually delivered in mixed gender groups, however, there may be occasions where single gender groups are more appropriate and relevant.

Resources to teach SRE include fiction books, reference books, leaflets, activity sheets, Spotlight series assessment materials and guidance (faith, health, overall SRE), and videos. BBC Active-learn SRE, Channel 4 Living and Growing Units 1,2 and 3 and workbooks.

Specific issues

The specific issues relevant are:

➤ **Coverage and Delivery**

At this moment in time, individual teachers will deliver the SRE programme, but can also invite the school nurse to support in the delivery of sessions.

Year 3-4 teachers deliver the area of SRE relating to 'Changes', both emotional and physical.

Year 5-6 teachers teach about physical changes and puberty, menstruation, wet dreams and how babies are made and born. Contraception is referred to as appropriate to the maturity of the children and the relevance of the issue – eg choosing when to have a baby. Homosexuality is referred to in discussion of loving relationships, but at this stage no further information is given. This is delivered on a 2 year rolling programme with drug education (DARE) at this age.

➤ **Confidential 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 a class question box.

➤ **Difficult questions**

Where a pupil asks a 'difficult' question the teacher will consider the appropriate response. This may be an answer for all children or the teacher may decide to speak to the child concerned in order to ascertain the substance of the question. The teacher may choose to take advice from the Designated teacher for SRE before discussing the question with the child later. Should the teacher consider that the question has been asked to specifically to embarrass, then the behaviour policy will be followed and appropriate action taken. The teacher will be sensitive and follow policy closely regarding any child protection issue that may arise.

➤ **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 (See below).

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;
- encourage parents to be involved in reviewing the school policy (parent questionnaire after deliver of SRE in Year 5&6),
- 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 eg. 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).

This content has been agreed in consultation with governors, parents and teaching staff.

Legal requirements and parental rights

All schools must teach the following as part of the National Curriculum Science Orders:

Key Stage 1

- that animals including humans, move, feed, grow, and use their senses and reproduce;
- to recognise and compare the main external parts of the bodies of humans;
- that humans and animals can reproduce offspring and these grow into adults;
- to recognise similarities and differences between themselves and others; and
- treat others with sensitivity.

Key Stage 2

- that the life processes common to humans and other animals include nutrition, growth and reproduction;
- about the main stages of the human life cycle.

Parents do not have the right to withdraw their children from the above.

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. Alternative work would be set. 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.

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, questionnaires to teachers, children and parents. The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

Links with other policies

- This policy is linked with the following policies:
- PSHE & Citizenship Policy
 - Welfare of the Whole Child policy (Child Protection and Safeguarding)
 - Equality Policy
 - Confidentiality Policy
 - Behaviour Policy
 - Anti Bullying Policy
 - Curriculum policy

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

Signed by Chair of Governors Date.....