



# Sex and Relationship Education Policy

**Ratified by Governors**

September 2016

**Date implemented:**

September 2016

**Date for review**

September 2018

Signature/s

Chair of Governors – Mr P Dollimore

Head Teacher – Mrs A Szymaniak

## **Rationale**

Grange Primary School aims to provide a stimulating and caring environment in which each child may experience high standards of education and preparation for the future, working in partnership with parents and the local community. We value the importance of relationships and sex education to help and support young people through their physical, emotional and moral development. The school recognises the importance of family life and recognises the importance of other strong and mutually supportive relationships. It does not promote any one form of relationship, but ensures that there is no stigmatisation of children based on their home circumstances. We believe that effective SRE is essential to enable children to make informed decisions about their lives. The SRE Policy has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the Equal Opportunities policy, Health & Safety policy, Inclusion policy, Special Educational Needs policy, PSHE policy, Drugs Education policy, and the Behaviour Policy. It is integrated into the PSHE curriculum within the school and is delivered such that it meets the National Healthy Schools Standard for this theme.

Sex and relationship education has three main elements:

- Attitudes and values
- Personal and social skills
- Knowledge and understanding

### **Attitudes and values:**

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

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

- Learning to manage emotions and relationships with confidence and sensitivity
- Developing self-respect and empathy for others
- Learning to make choices based on their understanding of differences and with the absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Developing skills in personal relationships, e.g. friendships, anti-bullying, building of self esteem, communication, assertiveness
- Developing the confidence to affirming their rights, to be able to resist unwanted touch or advances and to talk about such matters openly.

### **Knowledge and Understanding:**

- To encourage acceptance of physical and sexual development by providing appropriate vocabulary for all parts of the body and encouraging positive attitudes to all bodily functions
- To generate an atmosphere where questions and discussions on physical and sexual matters can take place without embarrassment
- To be aware of sources of adult help and support

## **Aims**

- 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, such as aspects of mutual respect and care, and to develop sensitivity towards the needs of others
- To develop confidence in talking, listening and thinking about feelings and relationships
- To develop an understanding of the physical development of animal and human bodies as they grow from young to adult including puberty.
- To identify the way in which plants, animals and humans reproduce
- To be able to name parts of the body and describe how their bodies work
- To understand the importance of hygiene and dental care.
- To develop skills in personal relationships, e.g. friendships, building of self-esteem, communication, assertiveness.
- To incorporate sex and relationship education into the curriculum through PSHE and Science and not just as an isolated subject

## **Objectives**

Pupils will:

- Recognise and name the main external parts of the body
- Recognise similarities and differences between themselves and others and treat others with sensitivity
- Understand that animals, including humans, move, feed, grow, use their senses and reproduce
- Understand that humans can produce offspring and these grow into adults
- Learn about their changing bodies and the importance of nutrition and rest, helping them make informed choices and lead healthy, balanced lifestyles
- Identify and share their feelings with others
- Recognise safe and unsafe situations
- Identify and be able to talk with someone they trust
- Be aware that their feelings and actions have an impact on others
- Make a friend, talk with them and share feelings
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk
- Have an introduction into the importance of hygiene and dental care.

In KS2 pupils will:

- Learn about reproduction and growth changes within plants and animals including gestation periods of humans and animals (Years 3,4,5)
- Learn how the body changes during puberty and adolescence up until old age (Year 5)
- More in depth discussions about hygiene (Year 5/6)
- Learn about sexual reproduction for human beings and that adolescence brings about the changes necessary for this kind of relationship to occur (Year 6)
- Learn about the changes in relationships that occur due to transition to secondary school.

## **Implementation**

All teaching staff will teach relationship and sex education in a cross- curricular way as part of the Science and the PSHE Curriculum. Informally, children will learn about SRE through the values and ethos of the school and through contact with other children. Teachers will attempt to answer sensitive issues as they arise.

Pupils will:

- Develop the confidence to talk, listen and think about sex and relationships through class discussions, group discussions and circle time
- Prepare to play active roles as citizens
- Develop a healthier, safer lifestyle
- Develop good relationships and respect differences between people
- Develop confidence in talking, listening and thinking about feelings and relationships
- Develop their understanding about their responsibilities to others, and be aware of the physical and mental consequences of sexual activity (KS2)

## **Role of Parents**

The school is aware that the primary role in pupils' sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of pupils at our school through mutual understanding, trust and co-operation. In order to achieve this we:

- Invite parents/carers of pupils in year 6 to discuss the programme of lessons dealing with human reproduction. Parents will be given opportunity to raise questions and see the material that the school uses
- Inform parents about the sex education policy and practice through newsletters and the school website. We believe that, through this mutual exchange of knowledge and information, pupils will benefit from being consistent messages about their changing body and their increasing responsibilities
- Answer any questions that parents have about the sex and relationship education of their child
- Take seriously any issue that parents raise with teachers or governors about this policy for sex and relationship education in the school

## **Monitoring and Evaluation**

The PSHE Subject Leader and Science Subject Leader will monitor, review and evaluate plans and implementations. Elements of Sex Education in the Science curriculum will be evaluated and monitored as part of the Science Subject Leader's rolling programme.

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our Sex Education programme.

## **Child**

## **Withdrawal**

## **Procedure**

The school acknowledges the sensitivity of the issues raised by some aspects of SRE education. We are aware that the primary responsibility for SRE lies with the parents/carers. The school will inform the parents/carers of the school SRE policy and invite parents to discuss issues. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher.

### **Confidentiality**

Teachers conduct Sex Education lessons in a sensitive manner and in confidence. However, if a pupil makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a pupil indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the pupil as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Designated Child Protection Lead or the Headteacher. (See Child Protection Policy.)

### **Governors**

The Achievement Committee of the governing body monitors our Sex Education policy. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee will give serious consideration to any comments from parents about the Sex Education programme, and will make a record of all such comments.

### **Equal Opportunities**

All teaching and non-teaching staff at our school are responsible for ensuring that all pupils irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the curriculum whilst in our school. SRE should be non-discriminatory and sensitive to the backgrounds of all young people.

### **Policy Development**

This policy has been written with reference to the following documents:

- Sex and Relationship Guidance, DfEE July 2000
- Sex and Relationships, HMI 433,2002
- Primary Curriculum Review, DfEE 2009
- National Curriculum, DfE 2014
- KS1 and KS2 Science Curriculum 2014

### **Review**

This policy will be reviewed every two years.