



## **ROWNHAMS ST JOHN'S CE PRIMARY SCHOOL**

### **SEX AND RELATIONSHIP EDUCATION POLICY**

#### **Introduction**

This policy statement should be read in conjunction with other school policies particularly, PSHCE Policy, Teaching and Learning Policy, The National Curriculum for Science and DCfS document 'Sex and Relationship Education Guidance, reference DCfS 0116/2000, plus Review of SRE in school (2008) and PSHE Association, Sex Education Forum, and Brook "SRE for the 21<sup>st</sup> Century and Briefing Paper 06103 16<sup>th</sup> July 2015 Robert Long

Through careful planning and delivery of sex and relationship education we shall fulfil the statutory requirements. Aspects of SRE are taught as an integral part of broad and balanced PSHCE provision from YR – Y6.

#### **Context**

2.1 We believe SRE will:

- Give all young people a good quality education about relationships and sexual health
- Be seen as early intervention and link with our health and well-being curriculum
- Promote children's self esteem and emotional well being
- Help to keep young people safe, their experiences confidential but protect them from abuse, linked to the school's safeguarding policy and procedures
- Be taught in the context of relationships, enabling them to make informed choices
- Be based on respect for themselves and for others at home, school, work and in the community.
- Take into account the individual needs, religion, ethnicity, culture, gender, sexual orientation, age, vulnerability group, health or disability, linked to the school's Single Equality Scheme.
- Reflect the age and experience of children and young people.

2.2 In this way children are able to develop their ideas in a safe and supportive environment.

2.3 SRE at school should be complementary to that given at home but still be accurate and use appropriate services and support networks.

#### **Aims and Objectives**

3.1 Sex and Relationships Education contributes to the foundation of PSHCE by ensuring that all children:

- Have opportunity to learn about the social and emotional aspects of sex, as well as biological.
- develop a suitable vocabulary for increasing their communication skills in personal and emotional relationships
- discuss the values of love, respect and care
- understand concepts of friendship, commitment and responsibility
- promote self image, self esteem, self confidence and empathy for others
- clarify their views and attitudes, learn the importance of values and individual conscience
- reflect on their emotions and relationships in an environment where they don't feel judged or ridiculed and are safe from bullying and harassment
- appreciate and discuss the value of family life, stable and loving relationships, marriage and the responsibilities of parenthood
- understand the influence of the media, clarify values and attitudes, understand risks and consequences (including sexual orientation, abusive relationships, pornography and dangers of the internet) and acquire knowledge to keep them safe and healthy.
- be aware that changes of a physical, emotional and social nature at puberty are normal in both genders and ensure they feel supported during these changes and have some skills to manage changing emotions confidently and sensitively
- know the form and purpose of menstruation and that it is normal and natural
- ask questions about reproduction and sexuality in a sensitive atmosphere, where ground rules have been established and must be adhered to.
- gain knowledge of human reproduction in gradually increasing detail.



- use correct terminology
- develop decision making skills, through considering moral dilemmas and having opportunities for critical thinking
- develop a critical awareness of different social and peer norms, pressures and values
- recognise and challenge stereotypes for example in relation to gender
- learn to make choices and understand that they have rights, including the right to say 'no'
- understand the laws around sexual activity
- understand the need for personal hygiene
- have opportunities to explore misconceptions about the notion of reproduction
- are taught about basic external anatomy and internal sexual parts of males and females, sexual intercourse, conception, pregnancy and birth

#### 4. Curriculum guidelines/organisation

- 4.1 Facts will be presented in an objective, balanced and sensitive manner set within a clear framework of values and an awareness of laws on sexual behaviour. All children will have access to SRE but it is envisaged that certain aspects will be dealt with on an individual basis in a way that is appropriate to the child's maturity and stage of development.
- 4.2 We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social and health education (PSHCE) curriculum, we also teach some sex education through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. (See Appendix I)
- 4.3 In PSHCE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it.
- 4.4 In Key Stage 1, we teach children that animals, including humans, move, feed, grow, and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life process and the main stages of the human life cycle in greater depth.
- 4.5 In Year 6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.
- 4.6 Before planning, teachers should read documents referred to at beginning of policy all available on line and in the PSHCE folder on the school intranet.
- 4.7 It is important that teachers of parallel classes discuss with their colleagues the boundaries of their planned curriculum, how to go about a simple explanation for issues not deemed suitable for class discussion, and use of language. Sessions may be taught to mixed gender groups and classes, although it may be appropriate to have single sex discussions in moderation.
- 4.8 No resources should be used without prior consultation with the PSHCE Co-ordinator who is responsible for checking their suitability.
- 4.9 All of the teacher input, videos and resource materials that the children encounter have been chosen very carefully, after looking extensively at what is currently available and are designed to strongly re-inforce the fact that everyone develops at different times, at different rates and with different results!
- 4.10 In particular, members of the Local Health Authority give us valuable support in the planning and resourcing of the SRE curriculum, visitors will be involved only in areas such as baby's needs, stages of development and what is needed to care for young children. All visitors will be given a copy of this policy and their visit will be planned to comply with school requirements, working alongside teachers in the classroom.

#### 5 Role of parents

- 5.1 The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.
- 5.2 In promoting this objective we inform parents about the school's sex education policy and practice, offering a dialogue between home and school so that parents are clear about what is being taught and sharing with them the resources used.



## *Love, Joy and Responsibility*



- 5.3 We arrange a meeting for all parents and carers of children in Year 6 to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching. All relevant teaching staff are present at this time and parents are invited to ask questions after the meeting.
- 5.4 We aim to ensure dialogue and partnership with parents to ensure that the teaching in school supports the key messages that parents and carers may give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.
- 5.5 Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in.
- 5.6 The school retains the right to request that children are present in sessions covering aspects of the National Curriculum.
- 5.7 The Governing Body will take such steps as are reasonably practicable to ensure that any provision is in accordance with current guidelines laid down by the Government. They will also pay regard to representations made to them by anyone connected with the community served by Rownhams St John's Primary School. In addition they will, in consultation with the Headteacher, take advice received from Health Authorities, and religious or ethnic minority groups.

## **6 Confidentiality**

- 6.1 Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child 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
- 6.2 Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the DSL (Headteacher). The DSL (Headteacher) will then deal with the matter in consultation with health care professionals. (See also Safeguarding/Confidentiality Policies).

## **7. The role of the Headteacher**

- 7.1 It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our Sex Education Policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle difficult issues with sensitivity.
- 7.2 The Headteacher liaises with external agencies regarding the school's sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.
- 7.3 The Headteacher and PDL Manager monitor this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

## **8 Monitoring and review**

- 8.1 The Sex and Relationships Policy is reviewed throughout by staff as they teach and assess relevant aspects.
- 8.2 The Standards Committee of the governing body monitors our Sex and Relationships Policy on an annual basis through PHSE curriculum review. This committee reports its findings and recommendations to the Full Governing Body, as necessary, if the policy needs modification.
- 8.3 The Standards Committee gives serious consideration to any concerns from parents about the sex education programme.



**APPENDIX I**

**Year R – 1**

- Manage personal hygiene routines in school, talk about how they have changed since they were a baby, use names for the parts of their bodies they can see.

**Year 2**

- Know that they have rights over their own bodies.
- Recognise and name feelings, including feelings associated with change. Begin to learn and manage feelings positively and effectively.
- Reflect on how they have changed since starting school.

**Years 3 – 4**

- Recognise the impact of feelings on others.
- Recognise feelings in different situations and be able to express them in different ways.
- Respect other people's feelings, decisions, rights and bodies.
- Know the different changes that take place in human life. Understand the human life cycle.

**Year 5**

- Describe the changes their bodies will go through at puberty. Understand that puberty will have an impact of themselves, their emotions and relationships.

**Year 6**

- Describe the changes the body goes through at puberty. Understand that body changes are a preparation for sexual maturity. Decide who has access to their bodies and demonstrate an understanding that some physical contact is unacceptable.

October 2015

Agreed by Standards Committee – October 2015

Signed *Danny Hyam, Chair of Standards Committee*



**APPENDIX 2**

**RESOURCES FOR SEX AND RELATIONSHIP EDUCATION**

BBC Active Sex and Relationship Education

Sex and Relationship Education, Healthy Life Styles and Financial Capability – QCA

Sense Interactive CD – Growing Up and Keep Safe

'Hair in Funny Places' - Babette Cole

'Mummy Never Told Me' – Babette Cole

'Mummy Laid and Egg' – Babette Cole