



Claregate Primary School

Sex and Relationship Education Policy

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1 Policy Guidance

- 1.1 We have based our school's sex education policy on the DfE guidance document 'Sex and Relationship Education Guidance' (ref DfEE 0116/2000) and the review which took place in 2008.
- 1.2 In this document, sex and relationship education is defined as 'learning about physical, moral and emotional development.' It is about the teaching of sex, sexuality, and sexual health, and also relationships. Sex and relationship education is part of the personal, social and health education curriculum in our school. While we use sex and relationship education to inform children about sexual issues, we do this with regard to matters of values, morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex and relationship education as a means of promoting any form of sexual orientation.
- 1.3 This policy was produced in consultation with both teachers, parents and the school's governing body.

2 Aims and objectives

- 2.1 SRE has three main elements –
- **Values and attitudes.**
 - **Knowledge and understanding.**
 - **Personal and social skills.**
- 2.2 In order to develop these elements we teach children about:
- the physical development of their bodies as they grow into adults;
 - the way humans reproduce;
 - respect for their own bodies;
 - the importance of family life and stable relationships;
 - moral questions;
 - friendship and relationship issues;
 - respect for the views and differences of other people;
 - sexual abuse and what they should do if they are worried about any sexual matters.
 - how to protect themselves and where to ask for help and support;
 - developing their confidence in talking, listening and thinking about their feelings and relationships;
 - being able to make informed choices about their education and future adult life.
- 2.3 We also teach attitudes and values whereby
- pupils will be encouraged to think about love, care and respect of others.
 - pupils will be encouraged to consider the importance of nurturing children in a stable and loving relationship.
 - pupils will be encouraged to consider how to make important decisions and understand moral dilemmas.
 - pupils will consider the importance of values and moral considerations.

3 Context

- 3.1 We teach sex and relationship education in the context of the school's overall aims. While sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach sex education in the belief that:

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- sex education is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- children growing into young adults need to learn the importance of self-control.

4 The National Healthy School Standard

4.1 We now participate in the National Healthy School Standard scheme, which promotes health education. As participants in this scheme we:

- consult with parents on all matters of health education policy;
- train all our teachers to teach sex education;
- listen to the views of the children in our school regarding sex education;
- look positively at any local initiatives that support us in providing the best sex education teaching programme that we can devise

5 Organisation

5.1 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 (PSHE) 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 their own body, and how it is changing and developing.

5.2 In PSHE 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.

5.3 In Science lessons from Reception to Year 6, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for Science. In Key Stage 1 we teach children about how 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 processes and the main stages of the human life cycle in greater depth.

5.4 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 all children 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 (as stated earlier in this policy).

5.5 In Year 5 and Year 6 the 'Wolverhampton Puberty Pack' is delivered by the School Nurse.

5.6 We send out letters to all parents and carers of children in Year 5 and 6 informing them that the SRE programme will be taught. They are also invited to come in to school if they so wish, to discuss the content and programme of lessons, see the materials used and discuss any other issues they may have.

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- 5.7** Pupils evaluate SRE lessons as a matter of course. Pupils are invited to mention anything they were curious about, that was not covered within the lesson, on their individual evaluations. Difficult questions will be dealt with outside the lesson, where appropriate and according to the agreed content of the SRE curriculum. The school nurse uses the 'ask it' basket for the opportunity for anonymous questions to be addressed in line with school policy.
- 5.8** The PSHE co-ordinator is responsible for organising sex and relationship education, in conjunction with each key stage co-ordinator. This is delivered through science, assemblies and circle time in mixed gender groups. In Year 5 and 6 SRE is taught in classes, by both teachers and school nurses.
- 5.9** The Secondary schools that Year 6 pupils will attend are informed of the content of the SRE curriculum as part of the transition process.
- 5.10** Where identified the needs of vulnerable pupils will be met by individual interventions by both teachers and school nurses.

Claregate Primary School Taught SRE Programme

A cross curricular approach is to be taken, however its main content will be taken from the Statutory Programme of study for Science (key stage 1 and 2), and the non-statutory programme of study for PSHE and Citizenship (key stage 1 and 2).

This programme is to be implemented and changed where appropriate.

Key Stage 1

Throughout the key stage correct terminology for body parts names will be established.

Year 1

Ourselves; Eating healthily; Caring for others; Keeping clean; Safe choices (nice and nasty places); Emotions and belonging; Friendship principles; Coping skills.

Year 2

Health, growth and changes; Plants and animals; Keeping secrets; Friendship principles; Coping skills; Control over your body and saying no; People who help us.

Key Stage 2

Throughout the key stage correct terminology for body parts names will be consolidated.

Year 3

Myself - keeping healthy; Personal hygiene; Bullies and victims; Feelings; Age appropriate behaviour; Friendships; Helping others; E-safety; Changes.

Year 4

Growth; Keeping healthy; Hygiene and personal changes; Coping skills; How rules and laws affect me; Children's rights;

Year 5

Life cycles; Keeping healthy; E-Safety; Keeping safe; Physical and emotional changes; Puberty; Periods; Babies development.

Year 6

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Conception (separate boy/girl talks); Puberty (separate boy/girl talks);
Periods (separate boy/girl talks);
Personal hygiene; Risk taking, decision making and self-respect;
Same sex relationships
Preparing for secondary school.

7 The role of parents / carers

- 7.1** 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. In promoting 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 the arrangements for sex education in the school;
 - encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
 - 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. 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.
- 7.2** 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 deputy headteacher / headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. Prior to sex education lessons written consent from parents / carers will be obtained. The school always complies with the wishes of parents in this regard. If a parent decides to withdraw their child, alternative work and accommodation will be provided.

8 The role of other members of the community

- 8.1** 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.

9 The role of the headteacher

- 9.1** 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 any difficult issues with sensitivity. This includes checking resources to ensure that they are checked for stereotyping, bias and prejudice.
- 9.2** The headteacher liaises with external agencies regarding the school 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.
- 9.3** The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

10 The role of the Governors

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10.1 The governing body has responsibility for monitoring and evaluating the effectiveness of this policy on sex and relationship education within school. The governors will support the headteacher in following this policy. Governors will inform and consult with parents about this policy as and when necessary. Governors may also liaise with the LA and health organisations so that the school's policy is in line with the best advice available.

11 Confidentiality

11.1 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. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. The school Safeguarding policy must be followed.

12 Equality

12.1 We do not just ensure equal opportunities but promote them in line with the Equality Act 2010. We try to promote and improve tolerance, respect and moral considerations. We are aware of, and are responsive to, the diverse faith, cultural and family backgrounds of our children, and also to their abilities, disabilities and gender.

13 Health and safety

13.1 In this subject, the general teaching requirement for health and safety applies.

13.2 At Claregate we encourage the children to consider their own safety and the safety of others at all times. Children should be taught to recognise and consider hazards and risks and to take action to control these risks.

13.3 At Claregate we teach children how to follow proper procedures for hygiene.

14 Monitoring and review

14.1 The Curriculum 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 gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments.

14.2 This policy will be made available to all staff and parents. A paper copy will be kept in the headteacher's office and an electronic copy on the school website. Parents are welcome to obtain this document upon request.

14.3 This policy will be reviewed every 2 years.

Signed: Mr D J Saunders (Deputy Headteacher)

Date: October 2015