

Exwick Heights Primary School

Sex and Relationship Education Policy

Context/Introduction

All schools must have an up to date SRE policy which is made available for inspection and to parents. The policy must:

- Define sex and relationship education;
- Describe how Sex and Relationship Education is provided and who is responsible for providing it;
- Say how Sex and Relationship Education is monitored and evaluated;
- Include information about parents' right to withdrawal; and
- Be reviewed regularly

Sex and Relationship Education Guidance (DfEE 0116/2000)

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. Research demonstrates that good, comprehensive Sex and Relationship Education does not make young people more likely to become sexually active at a younger age.

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 pupils 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

The Senior Leadership Team (SLT) developed this policy having reviewed the existing SRE policy along with a working party comprised of the SRE coordinator, the nominated Governor for SRE, Claire Worthington and 2 parent governor representatives.

The policy has been developed in consultation with pupils from Yr 5/6, parents/carers, teaching-non teaching staff, governors, school health staff and other relevant agencies where appropriate.

Aims and Objectives for Sex and Relationship Education

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, in line with the Equal Opportunities policy.

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.

The teaching programme for Sex and Relationship Education

Legal requirements

All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children.

National Curriculum Science - From September 2014

Year 2:

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults

Non statutory guidance: They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

Year 3:

Pupils should be taught to:

- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Year 5:

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age.

Non - statutory guidance: Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Year 6:

Pupils should be taught to:

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Exwick Heights' SRE programme follows the outline given below:

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.

Key Stage 1

Through work in science children learn about the life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. 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: recognising danger and talking to adults about their feelings including worries or fears.

Key Stage 2

In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including 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. 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.

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

The organisation of Sex and Relationship Education

Caroline Neal is the designated teacher with responsibility for coordinating Sex and Relationship Education.

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, teaching assistants and if appropriate, outside visitors such as the school nurse.

A range of teaching methods which involve children's full participation are used to teach 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 however, there may 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:

Channel 4 Living and Growing video Unit 1, 2 & 3:

Unit 1 Differences / How did I get Here? / Growing up - Year 4

Unit 2 Changes / How babies are made / How babies are born - Year 5

Unit 3 Girl talk / Boy talk / Let's talk about sex - Year 6

(Sex and Relationship Education is monitored and evaluated by Exwick Heights Primary School's SLT as part of the school's development plan. As a result of this process changes will be made to the Sex and Relationship Education programmes as appropriate).

Specific Issues

- **Parental consultation**

The school shares information on Sex and Relationship Education with all parents on request.

The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the videos and resources being used. Parents have the right to withdraw their children from those aspects of sex and relationship education, not included in the National Curriculum Science Orders, alternative work would be set for any pupil affected by this. However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.

- **Child Protection / Confidentiality**

Teachers need to be aware that effective Sex and Relationship Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher /Designated Safeguarding Lead person in line with the LEA procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

- **Links with other policies**

This policy is linked with the following policies:

PSHE & Citizenship

Equal Opportunities

Safeguarding

Confidentiality

Behaviour

Anti Bullying

- **Dealing with difficult questions**

Ground rules are agreed at the start of any SRE block of work, these are essential to provide an agreed structure for answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to address the question at an appropriate level at a later time.

- **Use of visitors**

"Visitors should complement but never substitute or replace planned provision. "

Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

When appropriate, visitors such as the school nurse may be involved in the delivery of Sex and Relationship Education, particularly in Key Stage 2.

- **Children with special needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of Sex and Relationship Education.

Monitoring and Evaluation

Monitoring is the responsibility of the Head Teacher, named governor and teacher with responsibility for Sex and Relationship Education.

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by sampling teachers planning, professional dialogue with teachers and feedback from parents and children.

The effectiveness of the SRE programme will be evaluated through formative assessment of children's learning and implementing change if required.

This policy has been agreed by the Governing Body on: 10th July '14

This policy will be reviewed: June 2017

Signature Chair of Governors: R. Satterly