

Sex and Relationship Education Policy

New End School

Date: Spring Term 2017

Review Date: Spring Term 2020

What is Sex and Relationship Education?

The school's Sex and Relationship Policy is based on the DfE guidance document 'Sex and Relationship Education Guidance' (ref DfE 0116/2000). In this document, sex education is defined as: 'learning about physical, moral and emotional development.' It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. In addition, it is also about the teaching of sex, sexuality, and sexual health.

Sex education is part of the personal, social and health education (PSHE) curriculum in our school. While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

Sex and Relationship Education is not just about learning about growing up, changes and reproduction. It is also about enabling children to make and maintain relationships with others, to understand about human sexuality and to feel good about themselves and the choices they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

The policy has been produced by the Deputy Headteacher, PSHE and Citizenship co-ordinator with the support of the Headteacher, governors and the LA.

Why teach SRE at primary school?

We teach SRE at New End because:

- It prepares children for the physical and emotional changes that will take place at puberty.
- It helps develop positive attitudes, values and self-esteem and challenges negative attitudes and prejudices.
- It helps make sense of misinformation in the media and from peers.
- It provides an opportunity to talk about feelings and relationships.
- It promotes the skills necessary for effective communication and loving, caring, respectful and happy relationships.
- It protects children from inappropriate on line content and exploitation.

Context

We teach sex education in the context of the school's aims and values. 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:

- Sex education should be taught in the context of marriage, commitment and family life;
- 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 need to learn the importance of self-control.

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 his or her own body, and how it is changing and developing.

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. We encourage the children to ask for help if they need it. In science lessons in upper Key Stage 2, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the Local Authority Scheme of Work.

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 whole 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. In Years 5 & 6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local 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 made and 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 and in single gender classes, e.g. girls are taught by a female member of staff and boys by a male member of staff.

What is taught?

The SRE curriculum is based on the non-statutory framework for PSHE and Citizenship and the non-statutory guidance for the Science National Curriculum.

This table shows the topics covered by each year group:

Year Group	Topics Covered
Year 1	Difference between male and female animals. Animals and humans grow and change.
Year 2	Similarities and differences between males and females and challenging stereotypes. Naming parts of the body. Growing and changing from baby to older person and how we are changing.
Year 3	Similarities between males and females. Names for parts of the body. How we are growing and changing. Gender, growing and reproduction.
Year 4	Main stages of the human lifecycle. What puberty is and why it happens. Basic changes at puberty. Importance of keeping clean at puberty.
Year 5	How we have grown and changed since we were babies. Physical and emotional changes at puberty. Keeping clean at puberty.
Year 6	Changes at puberty. Managing teenage problems. Attitudes towards gender and the impact of gender stereotyping. How a baby is made, conception and pregnancy.

A more specific sex education programme is taught in Year Six and children are taught in single sex groups where necessary.

How is SRE taught at New End?

The school aims to provide a “rolling” programme of SRE from the nursery to year six which ensures that children are provided with information which is easy to understand and relevant to their ages and maturity. This will be organised by the Deputy Headteacher and PSHE co-ordinator.

On the whole pupils are taught in mixed groups to ensure that boys and girls learn the same information. However, sometimes it is useful in Years 5 and 6 to include time when single sex groups can discuss issues with a teacher of the same gender.

Teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss or ask private information of each other or the teacher.

We answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may not be answered immediately if the teacher feels they need to consult with the Head or Deputy Head teacher and some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class. In Key Stage 2 classes we provide a question box so that pupils can anonymously ask questions and these are then answered by the class teacher.

Resources, such as DVDs and leaflets are chosen to ensure that they are appropriate to the age and maturity of pupils. They take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.

A variety of teaching methods are used that enable pupils to participate and reflect on their learning, role play, quizzes, pair and small group work, mixing groups so that pupils work with a range of peers. We also use case studies, stories, puppets and role plays to help de-personalise discussions and help pupils gain confidence to talk and listen to each other.

The SRE policy reflects and is in line with our equal opportunities policy and the school ensures that the SRE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.

Teachers do not discuss details of their personal relationships with pupils.

Teachers are sensitive to the issues of different types of relationships. Promoting inclusion and reducing discrimination are part of SRE throughout the school and reflect our equality policy. When teaching about relationships and families we also include same sex relationships. The teaching programme in Year 5 and 6 will include specific understanding of different types of relationships, including lesbian, gay, bisexual and trans relationships.

Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

Teaching about different families is part of SRE and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued, such as: single parent families; recently divorced parents; parents who are married, parents who are not married, parents who have non-monogamous relationships; lesbian, gay or bisexual parents; children living between two homes; in foster homes; in residential homes and living with relations other than biological parents. We will emphasise the importance of

strong and supportive relationships, including heterosexual and gay marriage and civil partnerships, for family life and bringing up children.

Confidentiality

Although SRE enables pupils to share thoughts and voice opinions it is not about disclosing personal information. The ground rules or a working agreement help pupils feel safe and able to participate fully whilst also protecting their privacy and safeguarding their welfare.

Members of staff cannot guarantee absolute or unconditional confidentiality in order to safeguard the welfare of the children, and pupils need to know this. If a member of staff hears something that suggests a child is at risk they need to refer this to the designated child protection lead. If a child discloses sexual activity this will be dealt with as a child protection matter and the schools child protection procedures must be followed.

How will SRE be monitored and evaluated?

The PSHE and Citizenship Coordinator is responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Recommending targets for whole school development
- Evaluation of the programme will be made by assessing, the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process.

How will staff get training and support to deliver SRE?

It is important that staff who deliver SRE work within the values framework of this policy and feel confident, skilled and knowledgeable to deliver effective SRE. Continuing professional development can be provided through a range of options, including individual study and development, in-house and external training courses.

How will parents be involved?

We recognise that parents and carers have a key role to play in their children's learning about SRE. We are committed to working with parents on the delivery of Sex and Relationship Education and hope they will be able to support the SRE curriculum.

Any parent seeking to withdraw a child should see the Head or the Deputy Head teacher to discuss this.

All teachers in Key Stage 2 will write to inform parents when they are about to begin an SRE topic.

How will the policy be disseminated?

A copy of this policy will be supplied to all staff and governors and included within the staff handbook. A full copy will be published on the school website and made freely available to parents on request. Copies will also be supplied to other professionals whose work relates to SRE or who may be involved in its delivery.