

WEST PARK CE PRIMARY SCHOOL



Sex and Relationship Education Policy

Original Developed by:	PHSE Co-ordinator
Date:	October 2015
Approved by Governors:	Autumn Term 2015
Shared with staff:	Autumn Term 2015
Next review due:	Autumn term 2018
Reviewed:	November 2018
Approved by Governors:	November 2018
Shared with staff:	November 2018
Next review due:	Autumn term 2021

West Park CE Primary School Sex and Relationship Education Policy

Consultation

In writing this policy we have worked with pupils, parents/carers, governors and staff, consulting them on the content of the sex and relationship education programmes.

Introduction

Our SRE policy is written in based on the QCDA guidance document 'Sex and Relationship Education Guidance' 2009. In this document sex education is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of marriage **as one of many** contexts for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'.

Sex education is part of the personal, social and health education curriculum in our school. We will teach within a framework of Christian values and the Christian understanding that sex is a gift of God as part of creation. Whilst 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 have taken account of the guidance provided in teaching materials supplied by the Diocese). Sensitivity and respect should be shown to all children when teaching about personal relationships and sex education and SRE should be taught in a way to ensure that there is no stigmatization of children based on their home/personal circumstances.

Sex and Relationship Education involves:

- giving age-appropriate information and knowledge
- forming positive attitudes and values
- developing sexual identity
- promoting the necessary skills for effective communication, loving, caring and happy relationships, and positive behaviour.

West Park School believes that sex and relationship education is part of the educational entitlement of all pupils. Children, regardless of their ability, develop physically and emotionally and need to understand their bodies and feelings. Sex and relationship education helps with pupils' overall development, confidence and self esteem. The sex and relationship education programme offered has been carefully planned to take account of pupils' age, maturity and physical development. It will be sensitive to their cultural and religious background and in line with our school Christian ethos.

The programme is designed to provide knowledge and encourage acquisition of skills and attitudes, which will allow pupils to prepare for the opportunities, responsibilities and experiences of adult life. It encourages biological facts, exploration of relationships and health care issues. The sex and relationship education programme will reflect the school ethos and demonstrate and encourage desirable values:

- respect for others
- respect for self
- respect for actions

The value of family life is an important aspect. Where possible, sex and relationship education will relate to respectful, caring and supportive relationships, which exist within the family unit.

Aims of School Sex and Relationship Education

The school will provide a programme, which will be:

- an integral part of the learning process beginning in early childhood and continuing into adolescence
- delivered as part of a whole school approach to P.S.H.E
- to develop knowledge and understanding about the physical development of bodies as they grow into adults and human reproduction
- to foster, self esteem, self awareness and a sense of moral responsibility
- to develop the skills of protective behaviours for each child to feel safe
- to encourage the use of age appropriate language

Aims and objectives

We teach children about:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- the importance of marriage and family life;
- **that all family structures can be loving and supportive;**
- moral questions;
- relationship issues;
- respect for the views of other people;
- what they should do if they are worried about any sexual matters.
- The sanctity of marriage is an important belief in Christian teaching and practice.
- sex education includes learning about physical and emotional development.
- children should learn that some people choose not to engage in sexual activity and that this should be respected and valued as a response to the gift of faith.

The National Healthy School Standard

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 staff 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.

Organisation

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, RE), 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, 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.

In science lessons in both key stages, 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.

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 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 **people**. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).

We invite 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.

The role of parents

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 supportive 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;
- Inform parents about the teaching about sex education in school so that the parents and school can work together to support the child with regard to sex education. 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.

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. The school always complies with the wishes of parents in this regard.

The role of other members of the community

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. Other people that we call on include local clergy, social workers and youth workers.

Methodology and Approach

There will be a whole school approach from Reception to Year 6. All sex and relationship education will be taught in mixed sex classes. On occasions girls and boys may be separated for a specific question and answer session relating to different areas of their physical development.

Confidentiality and Safeguarding procedures

Sometimes an individual child will ask an explicit or difficult question which may be deemed inappropriate to be answered in front of the whole class. This may not be answered directly but will be addressed individually later or referred to parents. All staff will use their skill and discretion in these situations and seek advice from members of senior leadership team where necessary.

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.

If the teacher has concerns, they will draw their concerns to the attention of the Headteacher and/or the designated teacher for child protection and safeguarding. This will then deal with the matter in line with safeguarding procedures. (See also Child Protection Policy.)

What can parents withdraw pupils from?

Parents/carers have the right to withdraw their children from all or part of the sex education and relationship education provided at school except for those parts included in the statutory National Curriculum.

The role of the Headteacher

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 head teacher'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.

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.

The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Monitoring and review

The Education Committee of the governing body monitors our sex education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Education Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the Headteacher to keep a written record, giving details of the content and delivery of the sex education programme that we teach in our school. Governors should scrutinise materials to check they are in accordance with the school's ethos.

Other Relevant Policies

PSHCE Policy
Child Protection Policy
Science Policy
Acceptable Use

Appendices

Appendix 1 – Overview of Sex Education
Appendix 2 – National Curriculum Science

Appendix 1: Overview Sex Education

Reception/ Year One

- people in my life – what they do for me and what I do for them
- my moods – feeling happy or sad
- friendships
- loss and mourning – a person or pet
- keeping safe – dangers I might come up against and saying no
- my body and other people's bodies – similarities and differences
- the beginning of life – me, animals and plants
- growth in people, animals and plants
- ageing – how we know things are alive, dead, young or old.

Year Two/ Year Three

- changes as we grow
- different types of families
- feelings in the family – love and jealousy
- what makes me happy
- keeping safe
- caring for myself – hygiene, sleep and exercise
- feelings – things which make me happy, sad, embarrassed and scared
- how young are born and how they grow
- making decisions – influences on me and peer group pressure

Year Four/Five

- decision making and risk taking including keeping safe
- feelings about the future – changing schools and adolescence
- families and how they behave – what member expect of each other
- celebrations of birth, puberty, marriage and death in different cultures
- expressing feelings and how we do this – being assertive and not bullying
- differences and similarities in people
- body changes in me and others – why they are happening
- things that go into my body that help and things that harm

Year Six

Year 6 children will in addition have lessons on health and hygiene and changes through puberty into adulthood (provided by the school nurse). Boys and girls will have the same input together but can be split up afterwards for separate follow-up discussion with the class teacher and school nurse. We shall attempt to deal with questions in a sensitive, open, frank and matter of fact way. Questions concerning sexual orientation, sexually transmitted diseases and contraception will be answered on a broad, matter of fact level if raised.

Appendix 2 –National curriculum in England: science programmes of study
(Updated 6 May 2015)

Year 1 programme of study

Animals, including humans

Pupils should be taught to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 programme of study

Animals, including humans

Pupils should be taught to:

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

Year 3 programme of study

Animals, including humans

Pupils should be taught to:

Year 5 programme of study

Living things and their habitats

Pupils should be taught to:

- describe the life process of reproduction in some plants and animals

Animals, including humans

Pupils should be taught to:

- describe the changes as humans develop to old age

Year 6 programme of study

Animals including humans

Pupils should be taught to:

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

- describe the ways in which nutrients and water are transported within animals, including

Evolution and inheritance

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