

## **Sex and Relationships Education Policy**

### **Introduction**

We have based our school's sex and relationships education policy 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. 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. 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. The emphasis is firmly on relationships.

### **The Church School Context**

The Diocese of Blackburn and North Lancashire Methodist District Recommend that primary schools should include Sex and Relationships Education in their curriculum. The Diocese and District support the aim for pupils to be taught about 'the role and importance of marriage in family relationships', and the wider commitment to 'enduring values' of 'truth, justice, honesty, trust and a sense of duty'. The DfE Guidance (July 2001) stresses key attitudes and values including 'learning the values of family life, marriage and stable and loving relationships for the nurture of children', and 'learning the value of respect, love and care'.

For further guidance on the school's stance on its Policy for Sex Education, please see 'Advice to Schools and Governors on Policies for Sex Education in Church of England and Methodist Primary Schools' (September 2000)

### **Aims and objectives**

The National Curriculum Science orders focus on biological aspects of SRE and include the following elements:

At Key Stage 1 pupils should be taught:

- that animals, including humans, move, feed, grow, use their senses and reproduce.
- To recognise and compare the main external parts of the bodies of humans.
- That humans can produce offspring and that these offspring grow into adults.
- To recognise similarities and differences between themselves and others, and to treat others with sensitivity.

At Key Stage 2 pupils should be taught:

- that the life processes common to humans and other animals include nutrition, movement, growth and reproduction.
- about the main stages of the human life cycle.

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 family life;
- moral questions;
- relationship issues;
- respect for the views of other people;
- sex abuse and what they should do if they are worried about any sexual matters.

## **Context**

We teach sex education in the context of the school's aims and values framework (See Curriculum Policy values statement.) While sex and relationships 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.

Again in accordance with DfE Guidance (2000), we follow their recommended three main elements of SRE and include:

- Learning and understanding physical development at appropriate stages (Knowledge and Understanding)
- Learning the importance of values and individual conscience and moral considerations. (Attitudes and values)
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children. (A&V)
- Learning the value of respect, love and care. (A&V)
- Exploring, considering and understanding moral dilemmas. (A&V)
- Developing critical thinking as part of decision-making. (A&V)
- Learning to manage emotions and relationships confidently and sensitively. (Personal and social skills)
- Developing self respect and empathy for others. (P&S skills)
- Learning to make choices based on an understanding of difference and with an absence of prejudice. (P&S skills)
- Developing an appreciation of the consequences of choices made. (P&S skills)
- Managing conflict. (P&S skills)
- Learning how to recognise and avoid exploitation and abuse. (P&S skills)

We consult with parents on all matters of sex and relationships education policy;

- including the opportunity to view appropriate and relevant videos;
- 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 and relationships 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), 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.

Our key resources in Foundation Stage and in both Key Stages 1 and 2 are:

'Health for Life' by Noreen Wetton and Trefor Williams (Nelson Thornes);  
'Citizenship and PSHE' (Folens) and 'PSHE & Citizenship Resource Files' (LCP).  
Channel 4 Sex and Relationships Education videos (usually used by the school nurse during her talk to Y5 and to Y6 pupils on puberty)  
'Sex and Relationship Education Primary Phase' Scheme of Work Devised and Created by Marion Waddington (Specialist Adviser) and Barbara Farbon (Teacher Adviser) within the 'personal, Social, Health and Economic Education Primary Phase' Scheme of Work (Lancashire County Council)

The non-statutory guidance for PSHE and citizenship include many learning objectives which are pertinent to SRE.

At Key Stage 1 pupils should be taught the following:

- Developing confidence and responsibility and making the most of their abilities
- to recognise what they like and dislike, what is fair and unfair, and what is right and wrong.
- To share their opinions on things that matter to them and explain their views.
- To recognise, name and deal with their feelings in a positive way.
- Preparing to play an active role as citizens
- to take part in discussions with one other person and the whole class.
- To take part in a simple debate about topical issues.
- To recognise choices they make, and recognise the difference between right and wrong.
- To agree and follow rules for their group and classroom, and understand how rules help.
- To realise that people and other living things have needs and that they have responsibilities to meet them.
- That they belong to various groups and communities, such as family and school.
- Developing a healthy, safer lifestyle
- how to make simple choices that improve their health and well-being.
- To maintain personal hygiene.
- How some diseases spread and can be controlled.
- About the process of growing from young to old and how people's needs change.
- The names of the main parts of the body.
- Rules for, and ways of, keeping safe....and about people who can help them to stay safe.
- Developing good relationships and respecting the differences between people
- to recognise how their behaviour affects other people.
- To listen to other people, and play and work co-operatively.
- To identify and respect the differences and similarities between people.
- That family and friends should care for each other.
- That there are different types of teasing and bullying, that bullying is wrong and how to get help to deal with bullying.

At Key Stage 2, pupils should be taught the following:

- Developing confidence and responsibility and making the most of their abilities
- to talk and write about their opinions, and explain their views, on issues that affect themselves and society.

- To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.
- To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.

#### Preparing to play an active role as citizens

- to research, discuss and debate topical issues, problems and events.
- Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.
- To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.
- That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other.
- To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.
- To resolve differences by looking at alternatives, making decisions and explaining choices.
- To appreciate the range of national, regional, religious and ethnic identities in the UK.
- To recognise the role of voluntary, community and pressure groups.
- To explore how the media presents information.

#### Developing a healthy, safer lifestyle

- what makes a healthy lifestyle..., what affects mental health and how to make informed choices.
- That bacteria and viruses can affect health and that following simple, safe routines can reduce their spread.
- About how the body changes as they approach puberty.
- To recognise the different risks in different situations and then decide how to behave responsibly.... and judging what kind of physical contact is acceptable or unacceptable.
- That the pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.
- School rules about health and safety.....and where to get help.

#### Developing good relationships and respecting the differences between people

- that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view.
- To think about the lives of people living in other places and times, and people with different values and customs.
- To be aware of different types of relationship (including Gay, Lesbian, Bisexual, Transgender), including marriage and those between friends and families, and to develop the skills to be effective in relationships.
- To realise the consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.
- To recognise and challenge stereotypes.
- That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.
- Where individuals, families and groups can get help and support.

In science lessons in both key stages, teachers inform children about puberty and how a baby is conceived. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science.

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 conceived, 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.

### **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 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;
- invite parents to preview materials and lesson plans when and where deemed necessary;
- 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 Sex and Relationship Education information evenings;
- 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.

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.

### **Confidentiality**

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. 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 headteacher. The headteacher will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy.)

### **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 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.

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

## **Tatham Fells CE (VC) Primary School**

### **SRE Policy**

Signed (Headteacher):

Signed (On behalf of the Governing Body):

Date: September 2016

Review date: April 2019