



GOODYERS END PRIMARY SCHOOL

SEX AND RELATIONSHIPS EDUCATION POLICY

This document is to enable the Governing Body of the school to fulfil its statutory responsibilities under Section 175 and that the school complies with legal requirements regarding the safeguarding of children of the Education Act 2002.

Adopted by the Governing Body:

Signed:

Chair of Governors

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Headteacher

Date: Spring 2014

Date of next review: Spring 2017

The review of this code of practice will be as and when required in response to national and local requirements and in light of continuous school-based monitoring and evaluation data.

Based on Healthy Schools model policy

Adopted by Governing Body	Spring 2014
Review date	Spring 2017

1.0 DEFINITION

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. It is about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

The school currently has about 360 pupils on roll aged 4 to 11 years old. The site is on the edge of an urban area with a mixture of housing. The school serves a community with a range of social and economic backgrounds and has a strong commitment to producing a multi-cultural environment which celebrates diversity and challenges racism. Approximately 25% of the pupils have an entitlement to free school meals and 20% are identified as having special needs. The school holds Warwickshire Healthy Schools status.

2.0 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 them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

3.0 PROCESS FOR POLICY DEVELOPMENT

A working party was set up to review the existing SRE policy. The group comprised of PSHE coordinator and teachers. The policy has been developed in consultation with governors.

Methods of consultation included, auditing existing provision in order to develop, implement, monitor and evaluate the curriculum.

4.0 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. 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
- to help pupils' develop skills of language, decision making, choice and assertiveness
- 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.

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5.0 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

Key Stage 1

- Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals and humans have offspring which grow into adults.

Key Stage 2

1. a) that the life processes common to humans and other animals include nutrition, growth and reproduction.
2. f) about the main stages of the human life cycle.

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children. It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

Such a programme can successfully follow 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 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.

Key Stage 2

In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in Years 5 and 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.

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6.0 THE ORGANISATION OF SEX AND RELATIONSHIP EDUCATION

Goodyers End Primary School has a 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.

Sex and relationship education is monitored and evaluated jointly by the PSHE Coordinator, Science Coordinator and the Year 5/6 Phase Leader 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.

7.0 SPECIFIC ISSUES

• Parental consultation

The school informs parents when aspects of the sex and relationship programme are taught and they are invited to talk to the class teacher if they have any issues.

Parents have the right to withdraw their children from those aspects of sex and relationship education not included in the National Curriculum Science Orders.

However this rarely happens, as 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 Child Protection person in line with the LA 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 and Citizenship, Equal Opportunities, Child Protection, Confidentiality, Behaviour Management, Anti Bullying.

These policies can be found on the school portal and copies are held in the school office.

• Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

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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 meet the individual child's needs.

- **Use of visitors**

“Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator’s and teacher’s responsibility to plan the curriculum and lessons.” 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.

Careful liaison takes place to ensure that these professionals work within the school's policy and within the LA's Working in Schools Policy.

- **Children with Special Educational Needs (SEN)**

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.

- **Equal Opportunities**

Goodyers End is committed to working towards equality of opportunity in all aspects of school life and will offer sex and relationships education to all pupils.

8.0 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 according to the school's Monitoring and Evaluation Policy.

The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

This policy document is placed on the school portal following approval by the full governing body. Any change will be reflected in the school prospectus.

SRE issues will be included in the induction programme for all new members of staff.

9.0 BIBLIOGRAPHY

- Latest guidance/documents
- Every Child Matters 'Change for Children', www.everychildmatters.gov.uk
- National Curriculum 2006 and 2006 Science orders, www.nc.uk.net
- Children's Act 2004
- National Healthy School Status – A guide for schools, DfES and DoH 2005
- Primary Strategy, www.standards.dfes.gov.uk/primary
- DfES, Sex and Relationships education – schools' responsibilities

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NATIONAL CURRICULUM STATEMENTS RELATING TO SRE

The National Curriculum statements relating to SRE, which form part of the framework for PSHE and Citizenship, are outlined below.

Key Stage 1

PSHE

- 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.
- To think about themselves, learn from their experiences and recognise what they are good at.
- To be able to make simple choices that improve their health and well-being.
- To maintain personal hygiene.
- To understand how some diseases spread and can be controlled.
- To know about the processes of growing from young to old and how people's needs change.
- To name the main parts of the body.
- 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.
- To understand that family and friends should care for each other.

Key Stage 2

PSHE

- To talk and write about their opinions, and explain their views on issues that affect themselves and society
- To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.
- 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.
- To know about how the body changes as they approach puberty.
- To behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable and unacceptable.
- To know that their actions affect themselves and others, to care about other people's feelings and try to see things from their point of view.
- To be aware of the different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.
- To know where individuals, families and groups can get help and support.

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YEAR 6 PROGRAMME OF STUDY

Sex and Relationships education is taught within the context of the Programme of Study for National Curriculum Science and a Personal, Social, Health Education and Citizenship framework.

The Year 6 programme runs over 5 sessions in the second half of the summer term and builds on aspects previously taught to the children. The majority of the work falls within the statutory National Curriculum for Science although sex education is discussed in a planned way during the last session. Parents have a right to withdraw their child from this non statutory element if they wish. Class teachers generally deliver the programme to their own classes, with girls and boys taught together although an opportunity is offered to the children for session 4 to be delivered as a single sex session.

SESSION	LEARNING OBJECTIVES	CONTENT	RESOURCES
1 and 2	Understand that "growing up" means emotionally as well as physically. To know that people develop at different rates. To know it's acceptable to have feelings about growing up. People have different expectations of growing up. To recognise changes in themselves both physically and emotionally.	Personality, friendships and appearance. Exploring emotions and feelings around change.	<i>Health for Life</i> manual. (The Health Education Authority's Primary School Project) <i>Knowing Me, Knowing You</i> , Pete Sanders and Liz Swinden
3	To recognise visible changes brought about by puberty. To recognise that these changes are brought about by hormones. To be able to name and label male and female reproductive organs correctly. To consider why reproduction is necessary. To understand the procreative act and what fertilisation is.	Understanding physical changes involved in puberty. Clarify misunderstandings and myths.	Health for Life manual. Video - (selected parts) <i>All about Me</i>
4 (may be taught in single sex groups)	To all have a better understanding of the physical and practical implications of a girl starting her periods. For girls and boys to understand the changes they will experience.	Personal hygiene and skills. What is menstruation and painful periods? Changes that boys experience.	Visit from school nurse to include The opportunity for discussion in gender groups.
5	<i>To consider loving and caring relationships that should exist before the procreative act takes place</i>	<i>Lasting relationships. What is love? Different family structures.</i>	

Session 5 shown in bold italics is non-statutory and parents have the right to withdraw their children if they wish.

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SAMPLE LETTER TO YEAR 6 PARENTS

Dear Parents,

SEX AND RELATIONSHIPS EDUCATION – YEAR 6

In Year 6 we provide a programme of work on 'Sex and Relationships' in the Summer Term which builds on work previously undertaken with children on human relationships and puberty.

Parents do have a right to withdraw their child from part of this programme of work as it is a non-statutory element of the curriculum and we would ask that you inform the Headteacher in writing of any decision to withdraw your child to enable us to make the appropriate arrangements.

We value the importance of working in partnership with parents, especially in this particularly sensitive area of the curriculum and therefore encourage you to come along to find out more about what we will be teaching, and to discuss any concerns that you may have.

Yours faithfully

Year 6 Teachers

SUGGESTED CONTENTS OF MANAGER'S YEAR-END WRITTEN REPORT

- Outline of any parents' issues raised.
- Number of pupils being withdrawn from the programme.
- Feedback from parent consultation.
- Verbal feedback from staff on the programme.
- Recommended adaptations, changes to the programme.
- Any other relevant information and facts.

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