

“A unique family working together to be the best”

Forest Lodge Community Primary School



Sex and Relationship Policy

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Sex and Relationship Education Policy

2016

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. It is about the teaching of sex, sexuality and sexual health and giving pupils a balanced, realistic view of the world in terms of self image, sex and 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 be embedded into the PSHE programme. SRE will be taught in the context of relationships based on respect for themselves and others and the promotion of self esteem and emotional health and well being. SRE will also be delivered through aspects of the science curriculum.

Process for Policy development

A working party will be set up in the next academic year to regularly review the SRE policy comprising of the PSHE co-ordinator, a representative from the senior management team and science co-ordinator. The purpose behind this group is to consult with parent/carers and pupils, non-teaching staff, Governors, school health staff and other relevant agencies in order to develop, implement, monitor and evaluate the curriculum and provision for SRE.

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, self awareness 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

Key Stage 1

1. b) that animals including humans, move, feed, grow, and use their senses and reproduce.
2. a) to recognise and compare the main external parts of the bodies of humans and reproduce.
f) that humans and animals can reproduce offspring and these grow into adults.
3. a) to recognise similarities and differences between themselves and others and treat others with sensitivity.

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.

SRE Aims at Forest Lodge Community Primary School

- 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 that all children have the opportunity to experience a programme of SRE during the summer term from years 1-6 at a level which is appropriate for their age and physical development with differentiated provision and progression.
- In Year 6 we will deliver additional key sessions, one per half term which will focus on hygiene/body image, relationships, puberty and end with dedicated sessions during the summer term in Year 6 focusing on sex and relationships.
- Consent letters and information booklets on what will be taught in each age group will be given to parents of each child from years 1-6. This will contain information on the legal

requirements of the school in regard to science and SRE and make clear what parents/carers have the right to withdraw their child from.

Such a programme can successfully follow the outline given below (highlighted in green is the statutory legal requirement of the Science National Curriculum Order).

Year 1

Children will learn that animals, including humans move, feed, grow, use their senses and reproduce. They will recognise and compare the main external parts of the bodies of humans and say which part of the body is associated with each sense. They will understand that animals, including humans, can produce offspring and that these grow into adults. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

Year 2

Children will learn that animals, including humans move, feed, grow, use their senses and reproduce. They will recognise and compare the main external parts of the bodies of humans and say which part of the body is associated with each sense. They will understand that animals, including humans, can produce offspring and that these grow into adults.

They learn about the importance of personal hygiene, exercise and diet to maintain good health. Children will recognise similarities and differences between themselves and others and treat others sensitively.

Year 3

Children will discuss different parts of the body and their functions. They will discuss the importance for humans of exercise, diet and hygiene. They will understand that babies depend on adults and identify that humans and some other animals have skeletons and muscles for support, protection and movement.

They will begin to learn about the physical and emotional changes to the body during puberty.

Year 4

Children will learn about the different parts of the body and their functions including the digestive system. They will discuss the importance for humans of exercise, diet and hygiene including teeth cleaning.

They will begin to build on prior knowledge about puberty and the associated physical and emotional changes. They will consider how to be sensitive to others.

Year 5

Children will explore the human life cycle and describe the changes as humans develop to old age. They will draw a timeline showing the different stages of growth and development. They will identify the body parts needed to make a baby and label and discuss body parts.

They will recognise the changes in body parts due to puberty including periods and erections.

Year 6

During this stage there may be some separation of boys and girls into discussion groups.

Children will be able to recognise the impact of diet, exercise, drugs and lifestyles on the way their bodies function. They can recognise that living things produce offspring of the same kind, but normally offspring very and are not identical to their parents. They will understand body parts needed to make a baby.

In addition Year 6 children during the summer term will focus on sex and relationships including how babies are made, naming sexual organs and pregnancy. Children will also explore the changes in bodies due to puberty. SRE in Year 6 will focus on the development of skills and attitudes not just on the acquisition of knowledge.

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.

Year 6 Additional Sessions

Building on prior knowledge delivered through progressive science/ PSHE/ SRE education children at the end of Key Stage 2 (Year 6) will also be given additional SRE/PSHE sessions once every half term with a specific focus in order to effectively prepare children for the next stage in their lives. This will be as follows:

Autumn 1

- Self esteem and self awareness. Hygiene and body image.

Autumn 2

- The skills needed for a successful relationship

Spring 1

- An understanding of their own and others rights. Drugs and alcohol education.

Spring 2

- The ability and knowledge to keep themselves and other people safe by minimising risk and harm

Summer 1

- Helping make considered decisions

Summer 2

- Recalling knowledge about sex and reproduction- sexual intercourse, conception, pregnancy and birth

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

The organisation of Sex and Relationship Education

Mrs Jo-Anna Moore is the designated teacher with responsibility for coordinating sex and relationship education.

Miss Nicola Rae is the designated teacher with the responsibility for coordinating science education and will work alongside Mrs Jo-Anna Moore to update policies.

Sex and relationship education is delivered through science, RE, PSHE, literacy activities, circle and R 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 by Mrs Jo-Anna Moore in conjunction with Miss Nicola Rae and Mrs Claire Caldwell 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 includes information on sex and relationship education in the school prospectus and full details are available on request. Parents will receive a booklet outlining the SRE Policy and what will be taught in each year group. Parental Consent is required for the additional non-science SRE sessions.

The school informs parents when aspects of the sex and relationship programme are taught (Summer 2 in each year group) and provides opportunities for parents to view the 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.

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 Child Protection 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

Equal Opportunities

Child Protection

Confidentiality

Behaviour

Anti Bullying

- **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.

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.

- **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 lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

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

Any change will be reflected in the school prospectus.

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

This policy will be reviewed by Mrs Jo-Anna Moore on a yearly basis.