



Sex and Relationship Education Policy

January 2019

Approved by the Governing Body Strategy Group 17/01/19

**This Policy is due for renewal in Term 2
2020–21**

SEX AND RELATIONSHIP EDUCATION POLICY

OF

GODINTON PRIMARY SCHOOL

The word parent in this policy refers to parents and carers.

SECTION ONE - INTRODUCTION

1.1 We have based our school's sex education policy on the DfES guidance document Sex and Relationship Education Guidance (ref DfES 0116/2000). This is still the most up to date documentation from the DFE. 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 and relationship education (SRE) is firmly rooted within the personal, social and health education (PSHE) curriculum in our school. Sex education is more than just biological facts and whilst we use sex education to inform children about sexual issues we do this with regard to matters of morality and individual responsibility. Our sex education helps to support children with this part of their physical, emotional and moral development.

1.2 Policy Development

A whole school approach is taken in the development of this policy. Input is made by teachers through staff meetings and governors through the Strategy Group. The sex education policy is made available to parents on the school website. Year 6 parents' discuss the policy at the annual sex education information session, and complete a Year 6 parents' questionnaire. Further information is also shared with Year 5 parents in their 'Growing Up' information pack. Pupils' views are expressed through informal discussion. The views of all interested groups are then taken into consideration.

1.3 Links with Other Policies

The sex and relationship education policy should be read in conjunction with the policies for PSHE and Citizenship, teaching and learning, equal opportunities and child protection.

SECTION TWO – AIMS AND OBJECTIVES

Our PSHE and Citizenship curriculum enables children to become healthy, independent and responsible members of society. These values are reinforced through the aims of our SRE curriculum.

Our sex education programme aims to:

- teach children about the physical development of their bodies as they grow into adults;

- provide reassurance that physical and emotional changes at puberty will happen at different times for different individuals;
- teach children about the way humans reproduce;
- encourage children to respect their own bodies and those of other people;
- underline the importance of sexual activity within a committed, long-term and loving relationship;
- teach children about the importance of family life;
- encourage children to consider moral questions;
- develop an understanding of their role and the role of others within relationships;
- encourage children to have respect for the views of other people.

SECTION THREE – CONTENT

3.1 We teach sex education in the context of our school’s aims and values framework. 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 stable, loving long-term relationships (which may include marriage, but not always) 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 and how to develop an awareness of keeping their bodies safe;
- 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.

SECTION FOUR – NATIONAL HEALTHY SCHOOLS STANDARD

4.1 Our school has achieved the National Healthy School Standard. We therefore have a commitment to:

- consulting with parents on all matters of health education policy;
- training all our teachers to teach sex education;
- listening to the views of the children in our school regarding sex education;
- looking positively at any local initiatives that support us in providing the best sex education teaching programme that we can devise.

SECTION FIVE – CURRICULUM ORGANISATION

5.1 We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our PSHE curriculum, we also teach some sex education through other subject areas, especially science, but also PE and 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.

5.2 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.

5.3 In science lessons we currently follow the National Curriculum and associated guidance material. In Lower School we teach children about how animals, including humans, move, feed, grow and that they produce young. 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 Middle School we teach about life processes and in Upper School the main stages of the human life cycle in greater depth and include teaching about sexual intercourse (and how a baby is made) and puberty.

5.4 We have a scheme of work for SRE which is embedded in both our science and PSHE curriculum and highlights the progression of attitudes and values, personal and social skills, emotional literacy, knowledge and understanding throughout this subject. It provides detail about the content of SRE in each year group, and the links with PSHE and science.

5.5 In Years 5 and 6 we place a particular emphasis on health education as many children experience puberty at this age. In Year 5 we teach pupils about health and hygiene at puberty, including menstruation. In Year 6, teachers extend children's understanding of puberty and teach about sexual intercourse and how a baby is made. We liaise with the local health authority about suitable teaching materials to use. We include use of the BBC educational DVD for Key Stage Two 'Growing Up (Sex Education)' with our Year 6 children and use a DVD with Year 5 called 'Some of Your Bits Ain't Nice'.

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 women. We always teach this with due regard for the emotional development of the children (as

stated earlier in this policy).

5.6 Most aspects of **SRE** are delivered as whole class lessons, taking into consideration the different needs of the children and differentiating where appropriate. In Years 5 and 6 some aspects of **SRE** are taught to single sex groups. We feel that this is important as we are aware that some children may feel embarrassed talking in front of members of the opposite sex. Class teachers are responsible for the delivery of **SRE** to their class with support from the **SRE** coordinator.

5.7 Our school can help our children to develop confidence in talking, listening and thinking about sex and relationships. A number of teaching strategies are employed to assist with this:

- establishing ground rules with pupils;
- using 'distancing' techniques;
- knowing how to deal with unexpected questions or comments from pupils;
- encouraging reflection;
- using correct terminology.

Teachers are given support in employing these by the **SRE** coordinator.

5.8 As with all lessons in school, pupils' learning in **SRE** is facilitated by:

- The purpose of each lesson is made clear;
- Appropriate learning experiences are planned and meet the needs of all the pupils in the class;
- Learning experiences draw upon pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn and demonstrate skills, attitudes and knowledge;
- Time is given for pupils to reflect upon and consolidate their learning.

5.9 A variety of resources are used to support our **SRE** curriculum. We ensure that resources are up to date, complement our scheme of work, reflect different cultural groups in society and are balanced towards both genders. A list of resources for **SRE** is held by the **SRE** coordinator. Currently the school uses the **BBC DVD 'Growing Up (Sex Education)'** which is aimed at Primary School children and is recommended by the **DfE**.

5.10 **SRE** can be enhanced by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning.

In our school we:

- Include both male and female teachers in our Year 6 **SRE** lessons;
- Provide a private classroom environment for **SRE** lessons to take place;
- Provide adequate time for **SRE** lessons to include questions from pupils;
- Allow desks to be moved for group discussion activities to take place.

5.11 Whilst some children may have a fairly broad knowledge and insight into sex and relationship education, there are those who have little or no knowledge at all. Teachers need to be sensitive to this issue and that lessons are planned to take account of pupils/students' age, culture, experience and maturity. The needs of children with AEN will be taken into account by the teacher who may need to provide different resources, different activities or specific support to some children. Where children have targets relating to their personal development, the teacher will ensure that opportunities are planned to support them in achieving these.

SECTION SIX – THE ROLE OF PARENTS AND CARERS

6.1 Our school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build up a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this 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;
- encourage parents to be involved in reviewing the school 's SRE policy and making modifications to it as necessary, through our Parents Forum or parent questionnaires for example;
- inform parents about the best practice known with regard to sex education, so that the teaching in school supports 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.
- Ensure that this policy is available to parents.
- Provide them with support leaflets which can be used to support their child at home.
- Provide parents with access to lists of SRE support materials and support agencies which can be used to support sex education at home.

6.2 We arrange meetings for parents of children in Year 6 to discuss the particular programme of SRE lessons for this year group; including the content, how they are taught, to view our SRE policy and to see materials we use in teaching (including watching DVDs used). For those parents unable to attend these meetings a booklet is produced by the school which outlines the above. Parents are also advised as to those aspects of SRE that are not covered by our SRE programme such as homosexuality, masturbation or abortion. For parents of children in Year 5 a detailed package of information is provided and parents / carers are encouraged to discuss any issues or concerns with the SRE coordinator.

6.3 Parents have the right to withdraw their child from all or part of SRE lessons that fall outside those aspects covered in the National Curriculum science lessons. 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. Parents do not have to give their reasons for withdrawing their child but will be made aware of the implications of removing their child. The school always complies with the wishes of the parents in this regard. Alternative PSHE work will be provided for those children who are withdrawn.

6.4 An overview of the SRE curriculum is available for all parents upon request.

SECTION SEVEN – THE ROLE OF OTHER MEMBERS OF THE COMMUNITY

7.1 As a school, we lead our SRE programme, but outside visitors have a role and we encourage other valued members of the community to work with us to provide support to the children with regard to health education. We seek advice from the school nursing team, even though they are not currently leading any of the school's SRE lessons. Our school has guidelines for the involvement of visitors in PSHE / SRE sessions which includes ensuring appropriate content in accordance with this policy and our scheme of work which is arranged in advance.

SECTION EIGHT – STAFF DEVELOPMENT

8.1 Staff are supported in delivering SRE by the SRE coordinator. Staff development for SRE is identified through the annual PSHE and Citizenship training audit completed by teaching staff, which includes SRE and drugs education. This helps to identify priorities for whole staff development or where individuals may need support. Staff will attend training from outside agencies where appropriate. SRE training undertaken by the SRE coordinator or other members of staff will be disseminated to teaching staff where necessary.

8.2 The SRE coordinator ensures that staff are aware of the latest guidance for SRE, and provides staff with information on the delivery of SRE, resources which can be used and where additional information, such as support agencies, can be found.

8.3 The SRE coordinator provides guidance for staff on how to deal with specific issues which may arise such as confidentiality and boundaries, responding to pupils' questions

appropriately, and using correct terminology.

SECTION NINE – CONFIDENTIALITY

9.1 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 there is abuse within the household. In these circumstances, if the teacher has concerns, they will draw their concerns to the attention of the Deputy Headteacher who is our designated teacher for child protection. They will then deal with the matter in consultation with health care professionals as required. *(See also Safeguarding (Child Protection) Policy.)* All staff are aware of our policy for child protection and the school's policy for confidentiality.

SECTION TEN – MONITORING AND ASSESSMENT

10.1 As with any learning process, assessment of pupils' personal, social and emotional development is important. It provides information which indicates pupils' progress and achievements and informs the development of the programme.

Teachers assess the children's progress in SRE by making informal judgements as they observe them during lessons and by more formal assessments made each year against suggested objectives for PSHE and science objectives. We have clear expectations of what the children will know, understand and be able to do at the end of each key stage. Pupils also have the opportunity to reflect on their own learning.

10.2 SRE is monitored by the SRE coordinator. This is done through discussion with pupils and staff, analysis of Year 6 pupil's questionnaires and feedback from parents. Monitoring helps to ensure that this policy is being implemented, that pupils are making progress in this area, that areas for improvement, amendment or for staff development are identified and that staff have sufficient resources available to them.

SECTION ELEVEN – ROLE OF THE HEADTEACHER

It is the responsibility of the Headteacher or designated member of staff 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.

SECTION TWELVE – CHILDREN IN CARE

As for all our pupils, Godinton Primary School is committed to helping every Child in Care (CIC) to achieve the highest standards they can. To this end staff will ensure that in delivering the curriculum they set suitable learning challenges of CIC, respond to the diverse learning needs of CIC, and help to overcome the potential barriers to learning and assessment for CIC. The SRE coordinator will support staff in doing this within this subject.

SECTION THIRTEEN POLICY REVIEW

13.1 The Strategy Group of the Governing Body monitors our sex education policy on a biannual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Strategy Group gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments.

13.2 This policy will be available to all staff, governors and parents.

SECTION FOURTEEN – EQUALITY STATEMENT (Refer also to specific policies for equal opportunities and racial equality)

At Godinton Primary School, we are committed to ensuring equality of opportunity for all members of our school community irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

WE tackle discrimination through the positive promotion of equality by challenging stereotypes and by creating an environment that champions respect for all. At Godinton Primary School, we believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us.

All school policies have an explicit aim of promoting equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.