

SEX AND RELATIONSHIPS EDUCATION POLICY

Date: MAY 2017

Review date: MAY 2019

Staff responsible: Mrs S Britton, All teaching staff

St Mary's Church of England (VC) Junior Mixed School is situated in the market town of Baldock. It is a two-form entry junior school with eight classes. There are currently 241 children on roll. The catchment area is Baldock with a few children coming from Letchworth and Stevenage. Based on our aims, the school intends to work closely with governors, parents and the local community to:

- nurture all children according to their talents and ensure that all children have opportunities to experience success,
- encourage enthusiasm and independence in learning,
- help all children develop a sense of self esteem and confidence,
- create a caring and secure environment within the school,
- develop appropriate social skills and respect for others,
- develop a partnership between home and school, and foster links with the community.

The school has a limited ethnic diversity.

This policy was developed after consultation with staff, governors, parents and the school nurse. We have taken into account that our feeder school does not teach Sex and Relationships Education formally so we have added some aspects from the Key Stage One recommended programme of study to the scheme of work for Year 3

School Definition of Sex and Relationship Education

Sex and Relationships (S&RE) is lifelong learning about physical, moral and emotional development, embedded in a context that enhances the self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others. It has three main elements:

Attitudes and values

- Recognition of the understanding of the value of family life, marriage and stable and loving relationships for the nurture of both children and adults.
- Respect for oneself and others, loving and being loved and caring for oneself and others.
- Exploring, considering and understanding moral dilemmas.
- Development of critical thinking skills as part of decision making.

Personal and social skills

- Strengthening of self-esteem and self-confidence through learning to understand and manage emotions and relationships confidently and sensitively and how to make choices based on an understanding of difference and without prejudice.
- Development of social skills of choice and an understanding of the consequences of such choices are fundamental to decision making, assertiveness, managing conflict and communication. All of these enable pupils to exercise personal responsibility to help avoid exploitation and abuse. There needs to be sensitivity as there may be pupils in the group who have been abused, or are carrying out abuse and do not recognise it as such.

Knowledge and understanding

- ❑ Learning and understanding about physical development at appropriate stages and dealing with issues of gender and stereotyping.
- ❑ Transmission of knowledge about sexuality, reproduction, sexual health, emotions and relationships.
- ❑ No one sexual orientation or type of sexual activity should be promoted.
- ❑ Acquisition of information about local and national services including sexual health advice, sexuality, contraception and how to access them.
- ❑ If appropriate, learning about the reasons for delaying sexual activity, the benefits to be gained from such delay and avoidance of unplanned pregnancy/parenthood.

The Provision of Sex and Relationships Education in the School

S&RE education will be delivered as part of the PSHE curriculum, the science curriculum and visits from the school health adviser. We use several teaching resources but the main teaching resource is a series of videos and worksheets entitled 'Living and Growing'. The first unit will be used with children in Y3 as part of a topic on Ourselves and Healthy Living. The second unit will be used with Y5 and the third unit with Y6. Class teachers will plan the delivery of Sex and Relationships Education in their long, medium and short term planning and base their planning on the learning outcomes set out in Appendix 1. Children will work as a whole class, in large or small groups or on a one to one basis, as decided by the teacher, in light of the activity being undertaken. Teachers will use a variety of teaching strategies as set out in Appendix 2.

Specific and Sensitive Issues

Puberty

Children will be taught about puberty, menstruation and personal hygiene in Years 5 and 6. The school will ensure that it can respond to requests for sanitary protection. If a child protection issue is raised during S&RE education lessons, the appropriate procedures will be followed (cf. Child Protection Policy).

Transition

The S&RE education/PSHE scheme of work will support the children's ongoing physical and emotional development during the transition year and endeavour to ensure they are well prepared for secondary school.

Ethnicity

Teachers will be informed about religious traditions, marriage rules and other kinds of relationship arrangements established in different cultures and will be able to refer to them verbally as well as using multi-cultural resources. The school will ensure that parents of minority ethnic backgrounds are involved in the consultation process about S&RE education.

SEN

The school will ensure that children with SEN have access to the S&RE education programme and that lessons are differentiated accordingly.

Sexual Identity and Sexual Orientation

Pupils will be made aware of the diversity of human sexuality and taught to develop respect for diversity. Teachers will endeavour to respond in a straightforward and sensitive manner to issues of sexual orientation, answer questions and offer support.

The Headteacher or PSHE co-ordinator will be available to support staff and discuss difficulties which may arise from dealing with these specific and sensitive issues. The school will offer training to staff and take appropriate advice as and when necessary.

Working with Parents

We believe that parents are the key people in teaching their children about S&RE education. They maintain the culture and ethos of the family and help their children to cope with the emotional and physical aspects of growing up.

The school will seek to work in partnership with parents, consulting them on the S&RE education programme and encouraging their involvement in the determination of it. Parents will be reassured that teachers' personal beliefs and attitudes will not influence the school's S&RE education policy or its delivery and that all those contributing to the school's S&RE education programme are expected to work within its values framework as described at the beginning of this policy.

However, the school recognises that parents may need support to:

- ❑ Help their children learn the correct names of parts of the body,
- ❑ Talk with their children about feelings and relationships,
- ❑ Answer questions about growing up, having babies, sexuality and relationships.

The school recognises that parents have the right to withdraw their children from all or part of the S&RE education programme at the school, except for those parts included in the statutory National Curriculum. This will be made clear to parents on a yearly basis. However, we encourage any parent who does wish to withdraw their child to discuss the matter with the headteacher.

Working with the Wider Community

The school will ensure that visitors who come to the school to contribute to S&RE education (such as the school health adviser) are aware of this policy and that any contributions they make to the pupils' learning are a planned part of the curriculum and consolidate earlier teaching or lead to reinforcement of information and skills. The teacher to whose class the visit is to be made will discuss the content of the lesson or talk with the school health adviser beforehand.

Confidentiality and Child Protection

All staff members and external visitors who work with our pupils will be given a copy of this policy. Our School Health Adviser is guided by the Fraser Guidelines, which provides guidance for health professionals. The Headteacher/PSHE Subject Leader will have a discussion with any health professional or adult before they start work with children. This is to ensure that they are familiar with our policy and expectations regarding correct practice and how to respond to issues, including those that relate to child protection matters.

We make it clear to pupils what our procedures are with regard to confidentiality when SRE is being delivered. When asked questions, either within lessons or via the class question box, the staff member will respond to the questions in a way that is age appropriate and will consult with the Headteacher if guidance is required on how to respond to particular queries/requests. Adults will follow agreed practice based on DfE Guidance,

Staff Training

All teachers and staff members who are required to teach/support SRE will have access to relevant training and resources. They will have the opportunity to request advice and guidance from the PSHE Subject Leader and/or School Health Adviser.

Assessment and Reporting to Parents

Evaluation and assessment including self-assessment are an integral part of SRE. Assessments of pupils' personal development will be incorporated into PSHE assessment in line with school policy. A comment on pupils' PSHE progress will be included in our annual reporting to parents/carers.

Roles and Responsibilities

The **Governing Body** will:

- Decide whether sex education should be in the school curriculum and, if so, what it should consist of, how it should be organised and how it fits in with the VC status of our school.
- Seek the advice of the Headteacher/PSHE Subject Leader on this policy, keep it up to date and make it available to parents.
- Ensure that sex education is provided in a way that encourages pupils to consider the value of family life and the importance of committed and loving relationships.

The **Headteacher** will ensure that:

- The governing body is advised about the nature and organisation of SRE and how it affects the aims, values and church links of the school.
- Sex and Relationships education is provided in a way that encourages pupils to consider the value of family life and the importance of committed and loving relationships.
- Pupils are protected from inappropriate teaching materials.
- A scheme of work is agreed and implemented.
- Staff receive appropriate training.
- Parents are informed about the programme for SRE throughout the year.

Staff who teach SRE are expected to:

- Provide SRE in accordance with this policy and in a way that encourages pupils to consider the value of family life and the importance of committed and loving relationships.
- Participate in training to provide SRE in line with the School Curriculum Policy.
- Implement the agreed scheme of work.
- Draw to the attention of the Headteacher any materials, which they consider to be inappropriate.
- Respond appropriately to those pupils whose parents wish them to be withdrawn from sex education.

Monitoring the Policy

The Headteacher / PSHE subject leader will monitor the policy using a range of methods including lesson observations, discussion with the teachers, monitoring planning, work sampling, and feedback from pupils, parents and teachers.

The Headteacher will ensure the policy is disseminated to governors, parents and all staff.

The policy will be reviewed every two years.

Signed: _____

Date: _____

Review date: May 2019

Appendix 1

Learning Outcomes

The following statements are offered as illustration of learning outcomes for S&RE education for each key stage. They give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in S&RE education. They draw on DfE and other guidance on S&RE education and they reflect elements of the non-statutory framework for PSHE. *Those statements marked with an asterisk * are part of the National Curriculum science requirements.*

By the end of Key Stage 1

Pupils will be able to:

- ❑ Recognise similarities and differences between themselves and others and treat others with sensitivity
- ❑ Identify and share their feelings with others
- ❑ Recognise safe and unsafe situations
- ❑ Identify and be able to talk with someone they trust
- ❑ Be aware that their feelings and actions have an impact on others
- ❑ Make a friend, talk with them and share feelings
- ❑ Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

- ❑ That humans and animals can produce offspring and these grow into adults*
- ❑ The basic rules for keeping themselves safe and healthy
- ❑ About safe places to play and safe people to be with
- ❑ The needs of babies and young people
- ❑ Ways in which they are like and different from others
- ❑ That they have some control over their actions and bodies
- ❑ The names of the main external parts of the body including agreed names for sexual parts
- ❑ Why families are special for caring and sharing.

Pupils will have considered:

- ❑ Why families are special
- ❑ The similarities and differences between people
- ❑ How their feelings and actions have an impact on other people.

By the end of Key Stage 2

Pupils will be able to:

- ❑ Express opinions, for example, about relationships and bullying
- ❑ Listen to, and support others
- ❑ Respect other people's viewpoints and beliefs
- ❑ Recognise their changing emotions with friends and family and be able to express their feelings positively
- ❑ Identify adults they can trust and who they can ask for help
- ❑ Be self-confident in a wide range of new situations, such as seeking new friends
- ❑ Form opinions that they can articulate to a variety of audiences
- ❑ Recognise their own worth and identify positive things about themselves
- ❑ Balance the stresses of life in order to promote both their own mental health and well-being and that of others
- ❑ See things from other people's viewpoints, for example their parents' and their carers'
- ❑ Discuss moral questions
- ❑ Listen to, support their friends and manage friendship problems
- ❑ Recognise and challenge stereotypes, for example in relation to gender
- ❑ Recognise the pressure of unwanted physical contact, and know ways of resisting it.

Pupils will know and understand:

- ❑ The differences in the life cycles of a mammal, an amphibian, an insect and a bird.*
- ❑ The life process of reproduction in some plants and animals.*
- ❑ The changes as humans develop to old age*
- ❑ That living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents*
- ❑ The many relationships in which they are all involved
- ❑ Where individual families and groups can find help
- ❑ How the media impact on forming attitudes
- ❑ About keeping themselves safe when involved with risky activities
- ❑ That their actions have consequences and be able to anticipate the results of them
- ❑ About different forms of bullying people and the feelings of both bullies and victims
- ❑ Why being different can provoke bullying and know why this is unacceptable
- ❑ About, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.

Pupils will have considered:

- ❑ The diversity of lifestyles
- ❑ Others' points of view, including their parents' or carers'
- ❑ Why being different can provoke bullying and why this is unacceptable
- ❑ When it is appropriate to take a risk and when to say no and seek help
- ❑ The diversity of values and customs in the school and in the community
- ❑ The need for trust and love in established relationships.

Appendix 2

S&RE Education Teaching strategies

In order for teachers to overcome embarrassment and anxieties it is important to:

- ❑ Have a clear lesson plan with specific learning objectives
- ❑ Establish ground rules with their pupils
- ❑ Use 'distancing' techniques
- ❑ Provide a variety of structured interactive tasks - short ones are often very successful
- ❑ Know how to respond to unexpected or unwelcome questions or comments from pupils
- ❑ Utilise discussion and project learning methods and appropriate materials
- ❑ Encourage reflection
- ❑ Make explicit the need to respect differences.

Suggested Ground Rules

- ❑ No one will have to answer a personal question. We all have a right to privacy.
- ❑ Personal questions specifically aimed at embarrassing another will be discouraged.
- ❑ No one will be forced to participate in a discussion.
- ❑ Only the correct names for body parts will be used and if slang words are mentioned they will be explained.
- ❑ Meanings of words will be explained clearly and factually.
- ❑ Respect for differences between pupils will be maintained.

Distancing Techniques

By depersonalising discussions embarrassment can be avoided and privacy protected.

Suggested techniques:

- ❑ Role play
- ❑ Structured, pre-planned debates
- ❑ Games and quizzes
- ❑ Case studies with invented characters
- ❑ Video material
- ❑ Theatrical performances by outside companies or pupils' own productions.

Responding to unexpected or unwelcome questions or comments

Teachers need to establish clear parameters of appropriate conduct at all times. The following suggestions may help teachers cope with embarrassing situations:

- ❑ If a question is too personal, the teacher can offer to respond privately, remind the pupil of the ground rules or refer the pupil to an appropriate colleague eg the school nurse or counsellor.
- ❑ If the teacher does not know the answer to a question, this should be acknowledged and the correct answer provided in a later lesson.
- ❑ If a question is too explicit, not appropriate for a pupil's age and understanding, inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge this and promise to respond on an individual basis. This promise must be kept. When a teacher is concerned about possible sexual abuse, the school's child protection procedures need to be followed.
- ❑ Pupils need to be quite clear in advance about the procedures that will follow and the consequences of disclosure.

Appendix 3**Relevance to the Curriculum**

| Key Stage 2 – SRE in the Curriculum | | |
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| PSHE: Non-statutory Framework (NC, 2005) | Science: Statutory Programme of study NC 2014 | Questions to help pupils to explore SRE within the national curriculum |
| <p>Pupils should be taught:</p> <p>Developing confidence and responsibility and making the most of their abilities.</p> <ul style="list-style-type: none"> 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. <p>Developing a healthy, safer lifestyle:</p> <ul style="list-style-type: none"> About how the body changes as they approach puberty. To recognise the different risks in different situations and then decide how to behave responsibly including judging what kind of physical contact is acceptable and unacceptable. That 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. <p>Developing good relationships and respecting the differences between people:</p> <ul style="list-style-type: none"> 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. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the changes as humans develop to old age. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. | <ul style="list-style-type: none"> How do I feel about physical and emotional changes at puberty? What skills do I need to cope with my feelings such as mood swings? How do boys and girls change during puberty? What is the normal variation in our bodies – before and after puberty? How does puberty vary for each individual, including differences in the age that puberty starts and how puberty can be affected by a disability or medical condition? How is puberty part of my sexual development (including production of eggs/sperm)? What do I understand about the different ways in which people are able to show love between parents/carers and children and between friends? What are some of the ways that people behave in a loving and happy relationship? What kind of abuse could happen in relationships, including hurting feelings and violence? Are there different expectations about how boys and girls |

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|---|--|--|
| <ul style="list-style-type: none">• To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.• 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. | | <p>behave in relationships and what other choices do they have?</p> <ul style="list-style-type: none">• What is sexist and homophobic bullying and what skills do I need to do something about it?• Who can I talk to if I am unhappy or worried? |
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