

WOOLDEN HILL PRIMARY SCHOOL

Sex and Relationship Education Policy

Reviewed: April 2017

Ratified: 8th April 2017

Review date: March 2018

Aims and objectives of the policy:

The role and nature of sex and relationship education:

Sex and relationship education will provide children with factual information appropriate for their age within a consideration of the qualities of relationships in family life and of the values, standards and exercise of personal responsibility as they affect individuals and the community.

How this will be achieved:

There will be work in classes involving discussion, video and worksheets. Sometimes sex and relationship education will be a discrete topic or within Science when work on living things is covered, R.E. when work on families and friends is covered, or P.S.H.E.

The aim of the policy is to:

-  Raise children's self-esteem and confidence, especially with others
-  Develop skills in language, decision making and assertiveness
-  Help children to make informed and responsible choices
-  Help children gain access to information and support
-  Enable children to participate in society and to value themselves and others

Moral and Values Framework:

Sex and relationship education will reflect the values of the P.S.H.E. programme. Sex and relationship education will be taught in the context of relationships and developing a healthy safer lifestyle. In addition, it will promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile and loving relationships, based on respect for themselves and for others, at home, school, work and in the community. As the SRE Guidance, July 2000 (DfES 0116/2000) states: "It is lifelong learning about physical, moral and emotional development. It is about the importance of marriage for family life, stable and loving relationships, respect, love and care. It is about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching."

The Sex and Relationship Education Programme See Appendix 1.

The organisation of Sex and Relationship Education:

Sex and Relationship Education is delivered through Science, R.E., P.S.H.E., Literacy activities, circle time and role play. It is taught by class teachers and supported by Learning Support Assistants and, if appropriate, outside visitors such as the School Nurse.

A range of teaching methods which involve children's full participation is used to teach SRE. These include use of video, discussion, work sheets, drama and role play.

SRE is usually delivered in mixed gender classes but there may be occasions where single gender groups are more appropriate and relevant.

Monitoring and evaluation:

SRE is monitored and evaluated as part of the school's School Improvement Plan. As a result of this process changes will be made to the programme, as appropriate.

Specific Issue Statements:

- ✚ **Parental Consultation.** The school information on SRE in the school prospectus and full details are available on request. The school informs parents when aspects of the SRE programme are taught and provides opportunities for parents to view the videos and resources being used. Parents are given the opportunity to withdraw their child from those aspects of SRE not included in the Science National Curriculum. Parents wishing to do this should inform the Head teacher in writing. These children will be set alternative work.
- ✚ **Child Abuse and Protection Procedures.** Where a child is considered to be at risk of any type of abuse, the school follows in line with our policy procedures for Child Protection. Teachers will inform the Head Teacher as soon as they have concerns about children.
- ✚ **Links with Other Policies.** The importance of healthy relationships is encouraged in other school policies, e.g. Behaviour and Equal Opportunities.
- ✚ **Confidentiality and Answering Difficult Questions.** Where appropriate, teachers will endeavour to answer questions as honestly as possible. At certain times, questions will be answered in open forum but there will be opportunities for children to ask questions in confidence.
- ✚ **Use of Visitors.** When appropriate, visitors such as the School Nurse, working alongside class teachers, may be involved in the delivery of SRE. As the Guidance, July 2000 states: "...visitors to school have a discrete role and responsibility for providing Sex and Relationship Education both informally and formally. Visitors should complement but never substitute or replace planned provision. It is the P.S.H.E. co-ordinator and the teacher's responsibility to plan the curriculum and lessons".
- ✚ **How Children with Special Educational Needs will be included.** 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 S.R.E.

How resources are selected:

Resources, including videos, are selected and checked by teachers for suitability, stereotyping, bias and prejudice. Videos and other materials will be viewed by representatives of teachers, parents and Governors. Any videos to be shown to children will be available for viewing by parents.

Procedures for monitoring and evaluation:

This is the responsibility of the Head Teacher, Governor and teacher with responsibility for SRE Monitoring will take the form of lesson observations and sampling teachers' planning.

Dissemination of the Policy:

Staff and Governors will receive a copy of the policy. Parents are informed of the policy and copies are available on request.

Appendix 1 – Sex and Relationships Education in the Curriculum

Primary school SRE can be found within the statutory science curriculum and the non-statutory framework for PSHE for Key Stages 1 and 2 within the 1999 National Curriculum <http://curriculum.qca.org.uk/key-stages-1-and-2/> (see below)

Secondary school SRE can be found within the statutory science curriculum and the non-statutory programmes of study on Personal Well-being, within the revised 2007 National Curriculum <http://curriculum.qca.org.uk/key-stages-3-and-4/> (see below)

Schools teaching PSHE education remain free to adopt the QCA curriculum, adapt it or devise their own. For more information on guidance and practice visit www.sexeducationforum.org.uk

Key Stage 1 – Sex and Relationships Education in the Curriculum	
Science: Statutory Programme of study: (NC, 1999)	PSHE: Non-statutory Framework (NC, 1999)

<p>Pupils should be taught:</p> <p>Life processes</p> <ul style="list-style-type: none"> • That animals, including humans, move, feed, grow, use their senses and reproduce <p>Humans and other animals</p> <ul style="list-style-type: none"> • To recognize and compare the main external parts of the bodies of humans and other animals That humans and other animals can produce offspring and that these offspring grow into adults. 	<p>Pupils should be taught:</p> <p>Developing a healthy, safer lifestyle</p> <ul style="list-style-type: none"> • 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 <p>Developing good relationships and respecting the differences between people</p> <ul style="list-style-type: none"> • To recognise how their behaviour affects other people • To listen to other people, and play and work cooperatively • To identify and respect the differences and similarities between people • That families 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
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<p>Key Stage 2 – Sex and Relationships Education in the Curriculum</p>	
<p>Science: Statutory Programme of study: (NC, 1999)</p>	<p>PSHE: Non-statutory Framework (NC, 1999)</p>

<p>Pupils should be taught:</p> <p>Life processes</p> <ul style="list-style-type: none"> • That the life processes common to humans and other animals include nutrition and other animals include nutrition, movement, growth and reproduction <p>Humans and other animals</p> <ul style="list-style-type: none"> • About the main stages of the human lifecycle 	<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 the 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 • 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
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