

# Kingsway Primary School

## Sex and Relationship Education Policy



### 1. Introduction

Our school's policy on sex and relationship education is based on the DfES document "*Sex and Relationships Guidance*" (DfES 0116/2000). In this document Sex and Relationships Education (SRE) is defined as, "learning about physical, moral and emotional development". The guidance states, "*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*".

Within our school SRE is part of the Personal, Social, Moral, Health and Citizenship Education, it is also taught as part of the National Curriculum for Science. When we inform our pupils through SRE, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. SRE is not used as a means of promoting any form of sexual orientation.

Please note: The 1996 Education Act states that: '*The sex education elements contained in the National Curriculum Science Orders are mandatory for all pupils; these are anatomy, puberty and the biological aspects of sexual reproduction*'.

### 2. Aims

We teach children about:

- Physical development of their bodies as they grow into adults;
- Human reproduction;
- Respecting their own bodies;
- The importance of stable family life in its many forms;
- Moral issues;
- Relationship issues;
- Respect for the views of other people;
- Strategies to use if they are worried about any sexual matters.

We participate in the National Healthy School Standard Scheme, which promotes health education. As part of this scheme we:

- Consult with parents and governors on all matters of health education policy;
- Support teachers in teaching about SRE;
- Listen to the views of the children regarding SRE;
- Look positively at any local initiatives that support us in providing a good quality SRE programme.
- Work closely with the school nursing service to support the delivery of aspects of SRE

### 3. Organisation of SRE

We teach about sex and relationships through different aspects of the curriculum. While we carry out the main sex education through our PSHE curriculum, we also teach it through other subject areas, including Science and Physical Education, which we believe contributes significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about parts of the body, and how these work, and in Year 6 we explain to the children what will happen to their bodies during puberty. For example we teach the children that boys' voices will change and we explain menstruation to both boys and girls.

In Science lessons, in both Key Stage 1 and 2, we teach children about how the main parts of the body and how a baby is born. This is in line with the guidance material in the national scheme of work for science. In Key stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other. In Key Stage 2 we extend children's knowledge and understanding through studies about life processes and the main stages of the human life cycle.

In Year 5 and 6 we place a greater emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how children's bodies change during puberty, what menstruation is and how it affects women. We discuss the emotional aspects of puberty with the children and give them strategies to manage their feelings including mood swings. We always teach this with due regard to the emotional development of the children. We send a letter to the parents/carers of Year 5/ 6 children explaining the programme of lessons relating to SRE; they can withdraw their child from some or all of these sessions, although aspects of SRE covered during Science lessons are compulsory. Parents are welcome to view the materials that are used to support Sex and Relationship Education.

#### **4. Content/Learning Objectives of the SRE Programme**

We use the JIGSAW scheme of work under the Summer units 'Changing Me' and 'Relationships'.

#### **5. A Brief Outline of What is Covered in Each Year Group:**

**Year R** My body, respecting my body, growing up, growth and change, fun and fears, celebration, managing relationships, self-confidence and self-awareness, managing feelings and behaviour including bullying (taught through relationships about me, my family and my friends).

**Year 1** Life cycles, changing me, my changing body, boys and girls bodies, learning and growing, coping with changes, families, making friends, greetings, people who help us, being my own best friends, celebrating my special relationships.

**Year 2** Life cycles in nature, growing from young to old, the changing me, boys and girls bodies, assertiveness, looking ahead, families, keeping safe – exploring physical contact, friends and conflict, secrets, trust and appreciation, celebrating my special relationships.

**Year 3** How babies grow, babies, outside body changes, inside body changes, family stereotypes, looking ahead, family roles and responsibilities, friendship, keeping myself safe, being a good global citizen.

**Year 4** Unique me, having a baby, girls and puberty, circles of change, accepting change, looking ahead, relationship web, love and loss, memories, celebrating my relationships with people and animals.

**Year 5** Self and body image, puberty for girls, puberty for boys, conception, looking ahead, recognising me, getting on and falling out, girlfriends and boyfriends and relationships and technology.

**Year 6** Self and body image, puberty, girl talk/boy talk, babies conception to birth, attraction, my relationship web, love and loss, power and control, being safe with technology.

#### **6. The Teaching Methods**

##### **Ground Rules**

Ground rules will be established at the start of SRE topics. It is aimed that teachers will create a serious but relaxed atmosphere, based on respect. Pupils should be allowed to feel it is acceptable to be very interested in these lessons and to share laughter and humour appropriately. It will be made clear to pupils that they should not ask personal questions of staff or classmates, but should use general terms

only. If children feel extremely embarrassed, they will be told they should listen, but do not have to participate. Teachers will need to explain to children that if they suspect that they or anyone else is at risk from harm, then they will need to tell another adult.

## **Active Learning**

‘Active Learning’ techniques, such as circle time, role-play, games, prioritising exercises, paired and group discussion, interviewing and presentations, are used in the teaching of SRE as much as possible. Pupils will also be given many opportunities to reflect on what they have learnt in SRE lessons.

## **Pro-choice Teaching Approach**

As far as possible, to prevent stigmatisation of any group of people or any life choices, the ‘pro-choice’ approach to PSHE and SRE is adopted. This means that every issue is presented in the following way: ‘some people...and others...’. Pupils are encouraged to discuss issues, so that they are able to form their own, informed opinions. They are also encouraged to respect that others may have quite different points of view.

All staff are aware that everyone has different views on SRE related issues. However, while it is respected that everyone has the right to their own point of view, all SRE issues are taught without bias. Topics are presented in a non-judgemental way, with all viewpoints. The SRE programme celebrates diversity in all its forms and is inclusive.

## **Mixed and Single Gender Groups**

Most SRE is delivered in mixed sex groups. However, after mixed lessons on puberty where boys and girls will cover the same material, it may be appropriate for pupil to be given opportunities to discuss what has been covered in single sex groups. This may make girls and boys feel more comfortable about asking questions.

## **7. SRE Resources**

The PSHE co-ordinator is responsible for purchasing any SRE related resources and thoroughly reviews any potential resource to ensure that there is no stereotyping, bias or prejudice and that they promote positive values and are suitable for the age group of the audience.

## **8. Language**

During all SRE lessons, the correct terms for all body parts and functions will be used. Children may know or use other ‘family names’, which teachers will sensitively correct and encourage the use of correct terminology. As well as enabling children to talk to medical professionals clearly, this will empower staff to challenge the use of offensive words explicitly.

## **9. The role of parents/carers**

The school is fully aware that the primary role in children’s SRE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual trust, understanding and cooperation. To promote this objective we:

- Inform parents about the school’s SRE policy and practice;
- Answer any questions parents may have about their child’s SRE;
- Take seriously any concerns parents may raise about the arrangements for SRE;
- Encourage parents to be involved in the review of this policy;
- Inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.

*Parents have the right to withdraw their child from all or part of the SRE programme. If a parent wishes their child to be withdrawn, they should discuss this with the Head Teacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school will make alternative provision for pupils who are withdrawn from the SRE programme. Withdrawal cannot be from aspects which are mandatory(see previously)*

## **10. The role of other members of the community**

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In practice, members of the Local Health Authority, such as the school nurse and other health professional, give us valuable support with our SRE programme.

## **11. The role of the Head Teacher**

It is the responsibility of the Head Teacher to ensure that both staff and parents are informed about our SRE policy, and that the policy is implemented effectively. It is also the Head Teacher's responsibility to ensure that members of staff are given sufficient training so that they can teach SRE effectively, and handle any issues sensitively.

The Head Teacher liaises with external agencies regarding the SRE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within the agreed framework.

## **12. Safeguarding Children**

Teachers conduct SRE lessons in a sensitive manner, and in confidence. However, if a child makes reference to being involved (or likely to be involved) in sexual activity, the teacher will take the reference seriously and pass it immediately to the Head Teacher. Teachers will respond in the same way if a child indicates that he/she may have been a victim of abuse. The Head Teacher will immediately invoke the school's Safeguarding Children Policy.

## **13. Equal Opportunities**

All pupils will be given access to SRE with specific consideration being given to boys, girls, ethnicity and special educational needs.

## **14. Monitoring and Review**

The Headteacher monitors this policy on a regular basis and shares changes or issues as and when they occur. The Full Governing Body has adopted a three year cycle of review for this policy.

This policy will be reviewed no less than every three years.

Reviewed November 2015