

ESTCOTS PRIMARY SCHOOL



Sex & Relationships Education Policy

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Estcots primary School Sex and Relationships policy

Introduction

We have based our school's sex and relationship education policy on the DfEE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000). In this document, sex education is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of marriage and other stable, loving relationships for family life that are based on respect, love and care.' Sex and relationships education is part of the personal, social and health education curriculum in our school reflecting our overall ethos. While we use sex and relationship education to inform children about changes in puberty and the way humans reproduce, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions.

Aims

The aims of sex and relationship education (SRE) at Estcots are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of identity and changing relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Teach children about keeping safe, including in the digital world, and where to seek advice

Context

We teach SRE at Estcots in the context of the school's key principles contained in our PSHE (Personal, Social, Health and Economic Education) Policy. SRE involves a combination of sharing information, and exploring issues and values. SRE should be taught in the context of family life. SRE should be taught as part of a wider social, personal, spiritual and moral education process and not viewed in isolation. Developing self-awareness, managing change and building positive relationships are an integral part of our PSHE curriculum and help prepare children for the future.

Children should learn:

- about some of the physical and emotional changes they may experience during puberty
- to have respect for their own bodies
- to build positive relationships with others, involving trust and respect
- to develop empathy for others;
- how to manage powerful emotions and deal with peer pressure
- when and how to seek advice or support

Provision

All children receive appropriate education on growth and reproduction from their class teacher-starting with simple life cycles and an awareness of change in Early Years. It is a natural and normal part of the

school's on-going cross curricular work and when different modules are studied, several strands may merge and overlap – science, health, citizenship, social education and R.E. for example.

In Key Stage 1 we teach children about how animals move, feed, grow and reproduce, and we also teach them about the main parts of the human body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth. Both key stages follow the Programme of Study in the National Curriculum for science (see Appendix 1).

In Years 5 and 6 we place a particular emphasis on health education, as many children experience puberty at this age and are learning to manage powerful emotions. Teachers do their best to answer all questions with sensitivity and care.

During Year 5 a specific block of work on Sex and Relationship Education is taught. By the end of this we ensure that both boys and girls know how their bodies change during puberty, what menstruation is, and how it affects women and how babies are born. Separate sessions will be led for boys and girls. We always teach this with due regard for the emotional development of the children. Unplanned issues such as sexual identify, same sex relationships and early sexual activity will not be covered but individual questions may be answered. SRE is designed to inform children about changes they will experience and enable them to explore issues in a safe setting; it is not about promoting sexual activity. We give all parents and carers of children in Year 5 an opportunity to view and discuss the materials the school uses in its teaching.

Staff

Staff are responsible for:

- Delivering SRE in a sensitive way
- Modelling positive attitudes to SRE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of SRE

Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE are encouraged to discuss this with the headteacher.

Pupils

Pupils are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.

The digital world

Sex and Relationships Education for the 21st Century offers specific advice on emerging issues not included within existing statutory guidance, including 'sexting', possible exposure to online pornography and staying safe online. With the advent of Social Media and the level of access many children have to the internet, it is essential that children are taught how to safeguard personal information and images and that they understand what is safe and appropriate. As part of our SRE teaching, children will learn how to recognise and avoid exploitation or abuse (at an age-appropriate level). We strongly encourage parents to monitor the use of the internet and social media and to alert us to any concerns they may have. Please see also our Anti-bullying Policy,

Working with parents

We are committed to working in partnership with parents. Parents with any concerns are always welcome to discuss them with the Headteacher or with the child's class teacher. The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation: we aim to work sensitively with regard to the needs of our local community.

Parents in Year 5 are invited to attend a viewing of the materials used to cover Sex and Relationship Education at our school, and are given the opportunity to ask questions. The Sex and Relationship Education policy is available for parents to view on the Estcots website.

Parents have the right to withdraw their child from all or part of the Sex and Relationship Programme which does not form part of the National Curriculum for science (See Appendix 1). If a parent wishes their child to be withdrawn from Sex and Relationship 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. The school always complies with the wishes of parents in this regard.

The role of other members of the community

At times we may invite other members of the community to work with us; to provide advice and support to children with regard to health education-including internet safety and wellbeing for example. On occasion, members of the Local Health Authority, such as the school nurse and other health professionals, may be consulted or asked to support us with our sex and relationship education programme. In addition to our contact with outside agencies, we have established links with Sackville Secondary School, whose 'Learning for Life' curriculum covers aspects of 'Wellbeing and Healthy Relationships' every year.

Confidentiality

Teachers conduct sex and relationship 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 any inappropriate or 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 they may have witnessed or been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Headteacher. The Headteacher will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy.)

The role of the SLT (Senior Leadership Team)

It is the responsibility of the SLT to ensure that both staff and parents are informed about our Sex and Relationship Education policy, and that the policy is implemented effectively.

It is also the SLT'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.

The role of the co-ordinator

The co-ordinator/s liaise with any external agencies who may be involved in SRE lessons regarding the school sex education programme, and ensure that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The co-ordinator monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

This role is shared between the Science Co-ordinator and PSHE Co-ordinator.

Monitoring and review

The Curriculum Committee of the governing body monitors our Sex and Relationship Education Policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of the Sex and Relationships Education programme that we teach in our school.

For additional information and guidance see:

DfEE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000)

Sex and Relationship Education for the 21st century – PSHE Association, Brook and Sex Education Forum

(This guidance has been produced to help teachers and schools to provide good Sex and Relationship Education (SRE); to offer additional support on new issues not included within existing guidance; and to provide advice which reflects updated legislation, including the Equality Act 2010.)

The DfE is to publish new guidance in 2019 and our policy will be updated to reflect

Appendix 1 –Science Programme of Study

Key Stage 1 Statutory requirements (Humans and other animals)

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age.

Notes and guidance (non-statutory)

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Pupils might work scientifically by: observing, through video or first-hand observation and measurement how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

Lower Key Stage 2 Statutory requirements (Humans and other animals)

Pupils should be taught to:

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey.

Notes and guidance (non-statutory)

Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions.

Pupils might work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images.

Upper Key Stage 2 Statutory requirements (Humans and other animals)

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age.

Notes and guidance (non-statutory)

Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.