

Sex and Relationship guidance policy

Policy agreed

March 2015

Policy review

January 2018

'If sex education were merely about biological functions, then our job as teachers would be simply to pass on certain biological information about the way in which our bodies operate. We all know, however, that this is not the case. Sex education is about helping children to make responsible decisions about relationships that they form with others. When considering ourselves in relation to others, the area of self-esteem also comes into play. Helping children to develop a positive self-esteem will involve discussion about choice-making, assertiveness, self-expression and, in turn, respect for others.' (Knowing Me, Knowing You)

'Effective sex and relationships education is essential if young people are to make responsible and well-informed decisions about their lives. It should not be delivered in isolation but be firmly rooted within the framework for PSHE. It is about the understanding of 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. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.' (DFEE Sex and Relationships Education Guidance 2000)

Aims

We expect all learners to:

- develop self-awareness and confidence in talking, listening and thinking about relationships and feelings
- respect that there are differences between people
- develop a sense of self-identity, celebrating personal qualities
- develop a healthier and safer lifestyle
- begin to analyse how people relate to each other
- prepare to play an active role as a citizen
- express feelings confidently and recognise positive and negative feelings and identify risks and strategies for handling them
- explore gender issues
- name body parts and describe how their bodies work
- understand puberty and the changes that will take place
- protect themselves and ask for help and support
- develop an understanding of growth and change up to and through puberty

Years 5 & 6 (with parental consent)

- Have knowledge about sexual activity and reproduction
- Know how a baby grows inside the body !!

How shall we achieve these aims?

- establishing ground rules (eg. No teacher/staff member/adult or child, will be expected to answer a personal question, no-one will be forced to take part in a discussion. Only correct names for body parts will be used. Meanings of words will be explained in a sensible, factual way).
- through an holistic approach
- by offering a programme of study from Foundation to Year 6 (see PSHE Policy)
- by offering a programme of science study from Foundation to Year 6 (see Science scheme of work)
- by promoting a positive ethos within the school (see Positive Behaviour Policy)
- by teaching factual knowledge when the need arises or when appropriate for a particular age group (eg. Puberty at Year 4)
- by offering talks and discussion opportunities with the school nurse/doctor/ mothers with babies ('hot-seating')
- by offering second-hand experiences through quality books and videos
- encouraging reflection
- staff understanding of how to deal with unexpected questions (see Appendix 2)

Classroom Management

Lessons and activities should be flexible and much will depend on the age and ability of the children and their degree of involvement in the activities. They will become more involved as mutual trust and a safe, non-threatening atmosphere are built up in the classroom. Circle time is one way to achieve this. Group work and a collaborative approach allow children to have the experience of working with others in order to develop social skills. Whole class teaching is also effective where the objective is to impart knowledge.

(see Teaching & Learning Policy) A teacher will be present during lessons specifically concerning SRE.

Early Years

To achieve the early learning goals, as set out in the Foundation Stage curriculum, children will need to have covered 'Knowledge and Understanding the World' and 'Social and Personal Development'

Roles and Responsibilities

The Headteacher will actively support by encouraging staff, praising good practice and supporting staff development, in-service training and resources. The Headteacher will inform parents/guardians of imminent specific sex education, relating to human reproduction. Parents will be given the opportunity to view teaching resources. They have the right to withdraw their children from such lessons taught outside of the national curriculum.

The SRE that the children receive in school is meant to complement what children learn at home through parents. We feel that parents have an important role in this process and that the school is working alongside parents in ensuring all pupils are aware of the correct terminology and the facts they need to know.

The school shares a nurse with other schools in the area. The School Nurse/member of staff supports the school and comes to talk to pupils in Year 6 during the summer term. During this session, the nurse shows a DVD and talks about Body Changes. The staff work together to ensure that all children in Year 6 are able to ask any questions either during the session or in the few days following. The school nurse/Headteacher also provide age-appropriate SRE to pupils younger than Year 6.

The DVD is available for parents to view and parents have the right to withdraw their child from these sessions. In order to effectively communicate the SRE to parents, an afterschool meeting for parents may be provided with the school nurse and teachers.

The Governors play a part in ensuring that this SRE policy is reviewed regularly and that consideration and attentiveness is made to the needs of the pupils, parents and teachers in relation to the both the mandatory and non-mandatory elements of SRE.

NB This policy should be read in conjunction with the following documents:

Positive Behaviour Policy

Safeguarding and Child Protection Policy

Appendix 2 – Dealing with Questions (DFEE SRE Guidance 2000)

Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. Many teachers are concerned about responding to unexpected questions or comments from pupils in a whole-class situation. Having a set of ground rules should reduce the chances of this happening, but teachers will need support and training so that they are prepared for the unexpected.

For example:

If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a school counsellor, school nurse, helpline or an outside agency or service.

If a teacher doesn't know the answer to a question, it is important to acknowledge this and to suggest that the pupil or teacher, or both together, research the question later. If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later, on an individual basis. In this way, the pupil will feel they have been treated with respect but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect, the teacher must remember to talk with the pupil later. If a teacher is concerned that a pupil is at risk of sexual abuse they should follow the school's child protection procedures.

Appendix 3 – Sample letter for class teachers

Dear Parents,

Re: Sex and Relationships Education (SRE)

In the next few weeks your child's class will be taking a series of age appropriate lessons in relationships and sex education. In selecting the material to use with our children the school has considered several resources and found that 'Living and Growing' – Units 1, 2 and 3 is the most suitable. All our lessons concerning relationships and sex (SRE) are delivered within our SRE policy and within the framework of loving, caring and stable family relationships. A copy of this policy is available from the school office. This has been a difficult task as we are aware that each child and each family will have a different understanding of these issues and we have worked hard to find material at a level that will be suitable for all. To support our learning on this topic we are inviting parents to come and view this material on..... before it is shown to your child's class. This is for two reasons: firstly, if for some reason you are unhappy about the material due to be shown, you can request that your child is withdrawn from class for that session.

Secondly, we feel that it is very important you are aware of what your child is to view.

You will then be able to support them at home should any questions arise for them after they have taken part in the lesson.

Yours sincerely