



**Sex & Relationships Education Policy**  
**For Grange CE Primary School**

# Sex and Relationship Education Policy

**Review date: 01.10.16**

## **Context/Introduction**

- "All schools must have an up to date SRE policy which is made available for inspection and to parents. The policy must:
  - Define sex and relationship education;
  - Describe how sex and relationship education is provided and who is responsible for providing it;
  - Say how sex and relationship education is monitored and evaluated;
  - Include information about parents' right to withdrawal; and
  - Be reviewed regularly"

Sex and Relationship Education Guidance (DfEE 0116/2000)

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships.

## **Moral and Values Framework**

Sex and Relationship Education (SRE) will reflect the values of the PSHE programme. SRE will be taught in the context of relationships. Grange School believes that children and young people should be taught the importance of respect and healthy relationships and to understand the role of the family, in all its forms.

In addition SRE will promote self esteem and emotional health and well being and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Grange School believes that all children should understand their rights and as a school will help children learn about the United Nations Convention on the Rights of the Child. These articles/rights underpin the work in SRE/PSHE by helping children think about taking responsibility and understanding what is right and wrong.

Through collective worship and work on S.E.A.L Social Emotional Aspects of Learning issues such as friendship, bullying, self-esteem and relationships are discussed and the key values love, hope and trust are explored. The school has a clear scheme for delivery of values teaching linked with the school year. Specific work on relationships is covered each year in the spring term in all classes across the school. Bullying and friendship issues are explored in more detail in the autumn term to coincide with the national annual anti-bullying week.

As a KIDSAFE school we help our children become empowered, protected and educated about their bodies.

## **Process for Policy development**

The policy has been developed in consultation/with reference to parents/carers, teaching-non teaching staff, governors, school health staff and other relevant agencies. Methods of consultation included, auditing existing provision in order to develop, implement, monitor and evaluate the curriculum.

Also the draft policy was uploaded to the website to provide an opportunity to share the policy with parents. Parents were informed in a newsletter about the policy and asked to share feedback with school.

### **Aims and Objectives for Sex and Relationship Education**

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their relationships and health related behaviour.

This should take place with consideration of the qualities of relationships within families.

The objectives of Sex and Relationship Education are;

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self esteem and confidence, especially in their relationships with others;
- To help pupils' develop skills (language, decision making, choice, assertiveness).
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

### **The teaching programme for Sex and Relationship Education**

#### **Legal requirements**

All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children.

National Curriculum Science

The Programmes of study specific to the SRE are listed below.

#### **Key Stage 1**

Children should be taught to:

- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- notice that animals, including humans, have offspring which grow into adults.
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
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#### **Key Stage 2**

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- 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.

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

### Guidance from NC Y5/6:

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.

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.

It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

This follows the outline given below:

As a KIDSAFE school we help our children become empowered, protected and educated about their bodies. In Reception class they are introduced to the KIDSAFE puppet KS -and in talking about their own bodies and about trusted adults they learn- 'You are the owner of your body parts.' This is developed further in Y3 and in Y6.

### **Early Years Foundation Stage –Nursery and Reception**

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others. They learn about changes in themselves from a baby to now and changes in baby animals as they grow into adults as part of developing their knowledge and understanding of the world.

### **Key Stage 1**

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.

They also learn about personal safety including e-safety and keeping a healthy body through work with the Lifebus.

### **Key Stage 2**

In science children learn about healthy lifestyles and their bodies. They build on their knowledge of life cycles and life processes in relation to plants and animals. In Y6 they learn about the basic biology of human reproduction including birth of a baby (in the Spring Term). In Y6 children are taught about the physical, emotional and social changes at puberty, which include personal hygiene (in the Spring Term).

In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures. They will look at the effects of drugs and alcohol (at Y6). They look at bullying and how to stop this.

Sex and relationship education focuses on the development of skills and attitudes not just the acquisition of knowledge.

This content has been agreed in consultation with governors, parents and teaching staff.

### **The organisation of Sex and Relationship Education**

The Headteacher is the designated teacher with responsibility for coordinating sex and relationship education in conjunction with the Y6 teacher.

Sex and relationship education is delivered through science, RE, PSHE, Citizenship including global learning, English activities, circle time, KIDSAFE, e-safety and collective worship. Sex and relationship education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

Sex and relationship education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant, such as talking with the girls about specific needs in relation to menstruation.

The school nurse delivers 2 sessions to the whole Y6 class and 1 session for girls.

- Puberty and changes.
- Sex and relationships including how babies are made (this includes same gender sexual relations).
- Menstruation (girls session)

Resources to teach sex and relationship education include fiction, reference books, leaflets and extracts from DVDs. A range of teaching methods are used to teach SRE. These include use of DVD clips, discussion, looking at case studies, drama and role play, (such as to illustrate bullying, friendship and self-esteem).

Sex and relationship education is monitored and evaluated by the Headteacher and Teaching and Learning Committee (governors) as part of the school's development plan. As a result of this process changes will be made to the sex and relationship education programmes as appropriate.

### **Specific Issues**

- Parental consultation

The school includes information on sex and relationship education in the school website and full details are available on request.

The school informs parents when the aspects of the sex and relationship programme in Y6 are taught and provides opportunities for parents to view the videos and resources being used.

Parents have the right to withdraw their children from those aspects of sex and relationship education, not included in the National Curriculum Science Orders, alternative work would be set. However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.

- **Child Protection / Confidentiality**

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher /Designated Safeguarding Lead (DSL) person in line with the LA procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

- **Links with other policies**

This policy is linked with the following policies:

PSHE & Citizenship

Equal Opportunities

Child Protection

Confidentiality

Behaviour

Anti Bullying

These policies can be found on the school website or in the school office.

Links with websites for more information about Kidsafe and UNCRC:

<http://kidsafeuk.co.uk>

<http://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf>

<https://coramlifeeducation.org.uk>

- **Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. The nurse/teacher will talk with a child individually if the question is of a sensitive nature.

- **Use of visitors**

"Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons." Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

When appropriate, visitors such as the school nurse are involved in the delivery of sex and relationship education, particularly in Key Stage 2.

The school hosts the Coram Lifebus and specially trained Life Educators deliver a programme to all children in school over two days related to keeping healthy and safe.

- **Children with special needs**

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 sex and relationship education.

**Monitoring and Evaluation**

Monitoring is the responsibility of the head teacher, named governor who is the chair of the Teaching and Learning Committee.

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, feedback to teachers and children and feedback from parents.

The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

This policy document is placed on the website, and on the staff notice board for 2 weeks following approval by the governors committee.

SRE issues will be included in the induction programme for all new members of staff.

This policy will be reviewed by Headteacher, staff, parents/carers and governors.

Adopted by Governors .....

Signed by Chair of T and L Committee ..... Date.....