



Sex and Relationships Education Policy

Definition

'Sex and Relationships education is life long learning about physical, moral and emotional development. 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.'

(Sex and Relationship Education Guidance, DFEE, 2000)

Rationale

'Effective Sex and Relationship education is essential if young people are to make responsible and well informed decisions about their lives.'

(Sex and Relationship Education Guidance, DFEE, 2000)

Sex Education is a compulsory part of National Curriculum Science.

Purposes

'The aim of Sex and Relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in Personal, Social and Health education and Citizenship will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. The PSHCE framework will help pupils develop the skills and understanding they need to live confident, healthy and independent lives. It will play an important role, alongside other aspects of the curriculum and school life, in helping pupils deal with difficult moral and social questions.'

(Sex and Relationship Education Guidance, DFEE, 2000)

At our Primary Academy we aim to deliver a whole school approach to Sex and Relationship education and aim to deliver it through National Curriculum Science and through our PSHCE programme, within the four broad themes of;

- Developing confidence and responsibility and making the most of pupils' abilities;
- Preparing to play an active role as citizens;
- Developing a healthier, safer lifestyle; and
- Developing good relationships and respecting differences between people.

This will ensure that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;

- can protect themselves and ask for help and support; and
- are prepared for puberty.

Guidelines/Implementation

Sex and relationship education will be delivered across the school from Early Years to Year Six. It will be delivered through taught PSHCE sessions by the class teacher or an outside visitor, such as a school nurse. The following elements will be taught in Statutory National Curriculum Science sessions:

At Key Stage 1;

- 1.b) that animals including humans, move, feed, grow, use their senses and reproduce.
- 2.a) to recognise and compare the main external parts of the bodies of humans (including sexual parts)
- 2.f) that humans and animals can produce offspring and these grow into adults
- 4.a) to recognise similarities and differences between themselves and others and treat others with sensitivity.

At Key Stage 2;

- 1.a) that the life processes common to humans and other animals include, nutrition, growth and reproduction
- 2.f) about the main stages of the human life cycle.

At our Primary Academy we aim to help children develop confidence in talking, listening and thinking about Sex and Relationship education. Teachers and visitors will use a range of strategies to help them to do this including;

- Establishing ground rules eg. no one will have to answer a personal question, no one will be forced to take part in a discussion, only the correct names for the body parts will be used and meanings of words will be explained in a sensible and factual way.
- Introducing distancing techniques eg by depersonalising discussions, such as role play, case studies with invented characters
- Dealing with questions - if questions are too personal teachers should remind them of the ground rules, teachers should be honest if they don't know the answer to a question, if a question is too explicit or feels too old for a pupil, is inappropriate for the whole class, or raises concerns about abuse, the teacher should acknowledge it and reassure the pupil that they (or another colleague) will attend to it later on, on an individual basis.
- Making use of discussion and project learning and by encouraging reflection.
- Adhering to the schools' Confidentiality policy.

There are many sensitive issues surrounding the teaching of Sex and Relationship education. As a school we aim to deal with the following issues sensitively and honestly.

Parents and pupils should feel assured that the personal beliefs and attitudes of teachers will not influence the teaching of Sex and Relationship education within the PSHCE framework.

Children will learn the significance of marriage and stable relationships as key building blocks of community and society, but this will be done so as not to stigmatise children on the basis of their own home circumstances.

In Years Five and Six a video will be shown Living and Growing, Channel 4, which deals with the issues surrounding preparation for puberty. The children will watch the video as a mixed sex group, but will then be given opportunities to ask questions in single sex groups. More information about the content of these sessions will be sent out in a yearly letter to Y5/6 parents. Parents will also be invited to preview the video and have the right to withdraw their children from Sex and Relationship education except for those parts included in Statutory National Curriculum Science. Children who are withdrawn will spend the session/s with another class. Sanitary protection will be kept in school for any child who may require it.

If a child raises an issue of a sensitive nature, their comments will be dealt with individually and sensitively, following the guidelines set out in the Confidentiality policy.

The Health and Well Being Team will be responsible for writing and reviewing the policy with the head teacher and governors. The senior management team will be responsible for monitoring provision of Sex and Relationship education across the whole school, through scrutiny of planning, classroom observations and by providing support and training needs. Staff will have access to on-going support and training as part of their own professional development.

Pupils' progress will be assessed informally by teacher observation, monitoring individual's behaviour and by discussing and marking pupils' work. Their progress and achievements in PSHCE as a whole, will be reported to parents in the individual end of year reports and if appropriate at parent consultation meetings.

Resources for Sex and Relationship education will be stored in the KS1 Literacy cupboard along with PSHCE resources and will be reviewed regularly. Specific Sex and Relationship resources include; Living and Growing – Channel 4, Let's Talk about sex - H. Harris, Personal relationships - Folens, Sex Education – Folens.

Conclusion

It is our shared responsibility with that of parents to provide Sex and Relationship education in a setting which is safe and assists young people to prepare for adult life by supporting and helping them to understand themselves, respect others and form and sustain healthy relationships.

APPENDIX: Confidentiality Policy

RATIONALE

Children cannot learn effectively if they are concerned or frightened about being abused or being the victims of violence in the home. They have a right to expect schools to provide a safe and secure environment. Any fear or worries they have should not go unnoticed by staff.

PURPOSES

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

Implications

If a member of staff suspects that a child is a victim of abuse or they have reason to believe that he/she is at risk of abuse, they should be aware of the procedures for reporting their concerns and to whom they should do so. (Child Protection Policy)

Disclosures from pupils may take place at an inopportune place or time. The teacher may be able to discuss the issue with an appropriate colleague without giving the name of the child.

If not, the teacher or member of staff should:

- talk individually to the pupil before the end of the school day.
- reassure the pupils that their best interests will be maintained.
- encourage pupils to talk to their parents or carers and give them support to do so
- **ensure that pupils know that staff cannot offer unconditional confidentiality.**
- reassure pupils that, if confidentiality has to be broken, they will be informed first and then supported as appropriate
- if there is any possibility of abuse, follow the school's child protection procedures
- make sure that pupils are informed of sources of confidential help, for example, the school nurse, counsellor, GP or local young person's advice service
- use ground rules in lessons.

CONCLUSION

Teachers cannot offer absolute confidentiality, but we can provide a safe and secure environment, where a child can discuss their fears or worries with the knowledge that it will be dealt with professionally and with the child's best interests at heart.