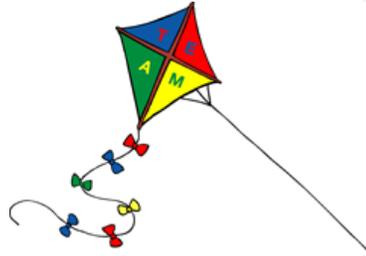


Twyford St. Mary's C of E Primary School Sex and Relationships Policy



The DfEE Sex and Relationship Education Guidance (2000) recommends that all primary schools should have a sex and relationship education programme. It should be appropriate for the age, physical and emotional maturity of the children. Please note: throughout this policy Sex and Relationship Education is abbreviated to SRE.

Defining Sex and Relationships Education

SRE is the lifelong 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. (DfEE Guidance 0116/2000)

The School recognises the wide variety of family units from which the children come. The governors and staff at Twyford St. Mary's believe that sex education is an important part of the curriculum entitlement for all pupils. They have sought through consultation to involve the parent body in developing this policy. We believe that it is important to work in partnership with parents when work on this curriculum area is carried out. We also expect all parents to discuss with their children issues that arise within their own families and to discuss any issues with the school if it is supportive to the needs of the child.

At Twyford St Mary's it is our aim to ensure that our children grow up as informed and responsible adults. Our SRE programme is therefore not taught in isolation but is firmly rooted in our PSHCE (Personal, Social, Health and Citizenship Education) framework based on SEAL (Social, Emotional Learning) and Science teaching based on the statutory National Curriculum.

Aims of our Sex & Relationships Policy:

- To encourage respect for self and others, aiming to help children take responsibility for their own actions and develop respect for their family, friends, school and local community.
- To create a climate where pupils and adults discuss openly and honestly a range of moral and social issues and perspectives on sex and sexuality, including different cultural attitudes and sensitive issues like sexuality and contraception. Issues raised by children will be dealt with, taking into account the maturity of the child and the nature of the issue.
- To provide pupils with the knowledge and skills to enable them to make informed and responsible choices now and in the future, taking into account their physical, moral, cultural and

mental development.

- To ensure that children with special educational needs are properly included in SRE.
- At no stage to teach explicit sexual terms other than to use the correct body part names during science or preparation for puberty workshops.
- To offer guidance and information on all areas of SRE in school for staff, parents/carers and governors.
- To ensure there is a fair and equal balance in our teaching of SRE for both girls and boys.
- To fulfil statutory requirements.

The Policy

The content of the school's programme is based on the National Curriculum Science Order and the non-statutory guidance for PSHCE contained in the National Curriculum Handbook for Teachers. Here is a summary of that content as set out in the DfEE's Guidance 0116/2000:

At primary school level sex and relationship education should contribute to the foundation of PSHE and Citizenship by ensuring that all children are prepared for puberty. Thus at

National Curriculum Science Key Stage 1 children are able to recognise similarities and differences between themselves and others and treat others with sensitivity.

At **Key Stage 2** children know about the main stages of the human life cycle.

The school recognises that it is a statutory requirement that SRE must be taught at both Key Stages and not left until Year 6. Whenever SRE appears in the school's PSHCE programme in a discrete fashion the class teacher will inform parents about the issues to be covered and seek their support in exploring these issues in the home context.

Lessons will aim

- To promote pupils' self-esteem and confidence;
- To give accurate information about body names, puberty, reproduction and contraception particularly in the transition year before moving to secondary school;
- To promote the skills needed to build positive personal relationships;
- To provide pupils with the opportunity to clarify some of their misconceptions / attitudes towards friendships, sexuality and gender;
- To explore and respect the views of others and understand that they may differ from their own;
- To develop pupils' communication and decision-making skills, from an informed basis;
- To help young people resist unwanted pressure;
- To give pupils the opportunity to explore ideas about family, stable relationships and parenting;
- To help pupils be aware of, and responsive to, differing social, emotional and physical needs and cultural backgrounds;
- To prepare young people for transitions in later life;
- To develop confidence in talking, listening and thinking about feelings and relationships;
- To enable pupils to name parts of the body and describe how their bodies work;
- To equip pupils to protect themselves and feel confident to ask for help and support;
- To help pupils understand that animals including humans, move, feed, grow, use their senses and reproduce;

- To build an understanding that humans and animals can produce offspring and these grow into adults;

The delivery of SRE

All teachers are responsible for teaching about and modelling good relationships within school. Much of the general work in school is based on good relationships and in this regard SRE is supported by the school's behaviour management policy. It is also the responsibility of the whole staff to deliver the National Curriculum Science Order according to the Scheme of Work.

Sex and Relationship Education in the Curriculum SRE will be delivered by following the 3 Unit approach provided in the Channel 4 'Living and Growing' DVD Unit 1: Year 3, Unit 2: Year 4 and 5, Unit 3: Year 6. Each unit consists of three 15 minute programmes, which will be followed by class discussion time. Resource books support each Unit and can be used for follow up activities. Part of Unit 3 should be taught in separate boy / girl groups: teaching staff will be rearranged where necessary.

At Twyford St. Mary's the governors and staff in consultation with the parents have made the decision not to show the boys in Year 6 the final Unit 3 'Living and Growing' programme devised for them. This is because we felt that the material was dated and inappropriate. The teaching staff will still provide alternative provision for the Year 6 boys.

In addition, SRE will be delivered through a combination of planned curriculum activities and whole school approaches such as: activities and events, pupils supporting each other, taking responsibility, addressing issues and concerns, and developing relationships

Child Protection: We recognise that because effective SRE will alert young people to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Child Protection procedures and will report the disclosure to the designated person for child protection immediately.

Dealing with sensitive issues: Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about SRE. The following are protocols for discussion-based lessons with pupils:

- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent;
- **Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the school's policy in this matter to the letter;**
- Discrete curriculum sessions may be offered: through planned PSHE sessions (linked with the SEAL project, when suitable);
- Cross Curricular links may be made: through other areas of the curriculum such as Science or Art;
- No one (teacher or pupil) will have to answer a personal question;
- No one will be forced to take part in a discussion;
- Only the correct names for body parts will be used;
- Meanings of words will be explained in a sensible and factual way.
- A senior member of staff will be told if teachers have concerns over the nature of a pupil's question.

Commented [1]: Why is the same content taught in year's 4 and 5?

Commented [2]: Has the DVD content been reviewed by governors in recent times?

Commented [3]: IT WAS PROBABLY ABOUT 4 YEARS AGO WHEN WE LOOKED AT THE PROGRAMME, SHARING PIZZA AS WE WATCHED

Commented [4]: Is it still shown to the girls?

Inclusion

Schools have a clear duty under the Equality Act 2010 to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive SRE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. Teachers should never assume that all intimate relationships are between opposite sexes. All sexual health information should be inclusive and should include LGBT people in case studies, scenarios and role-plays.

Commented [5]: Added Nov 2016

Working with Parents/Carers and our School Community

We are committed to sharing our role as educators with parents and carers, who are the key figures in supporting their children through the emotional and physical aspects of growing up. We recognise that young people say they would prefer to receive information about SRE from their parents and carers. Therefore we seek to work in partnership with parents and carers when planning and delivering SRE. We will encourage this partnership by providing information about support opportunities for young people within the school.

Parents and carers have the right to withdraw their children from all or part of those elements of SRE which are not included in the statutory National Curriculum. This does not include the elements of SRE to be found in the National Curriculum for Science. Any parent or carer who wishes to withdraw their child from SRE should in the first instance contact the Headteacher to discuss the matter. The school will make alternative arrangements for children whose parents or carers withdraw them.

Parents and carers may borrow the *Living and Growing* DVD prior to their child watching it at school. The DVD will only be lent out on the understanding that the parent or carer has had an informal meeting with the class teacher to put the DVD and the planned work into context. The DVD can only be lent out for one evening and must be returned the following morning. The DVD can only be lent out prior to the work being carried out or after the sessions. It cannot be lent out during the time it is being used in class. The school only has one copy.

Monitoring and Policy Review

The provision of SRE will be monitored, evaluated and reviewed by the school and the governing body every two years. In reviewing the policy it will consult the following groups: parents, staff and pupils.

We will encourage parental support by:

- Informing parents and carers by letter of forthcoming SRE topics;
- Inviting parents to review resources and activities used in SRE;
- Making the SRE policy available to parents;
- Gathering parents' views on the SRE policy and taking them into account when it is being reviewed;
- Informing parents and carers about the SRE programme as their child joins the school through the school prospectus;
- Providing supportive information about parents' role in SRE;
- Inviting parents to discuss their views and concerns about SRE on an informal basis;
- Informing parents and carers about visits from professionals supporting the SRE programme.

Commented [6]: Do we need to do this now if we say we do it in the policy?

APPENDIX 1

Foundation Stage: Teaching Progression

As part of the Foundation Stage Curriculum: Personal, Social and Emotional Development Section, by the end of Foundation Stage pupils should:

Social Development: Emotional Development: Dispositions and attitudes:

- Sustain involvement and persevere, particularly when trying to solve a problem or reach a satisfactory conclusion.

APPENDIX 2

Key Stage 1: Teaching Progression Key Stage 1 Science National Curriculum:

As part of PSHE and Citizenship, by the end of Key Stage 1 pupils should:

- Play alongside others;
- Separate from main carer with support;
- Show an interest in classroom activities through observation or participation;
- Build relationships through gesture and talk;
- Communicate freely about home and community;
- Dress, undress and manage own personal hygiene with adult support;
- Take turns and share with adult support;
- Express needs and feelings in appropriate ways;
- Display high levels of involvement in self-chosen activities;
- Work as part of a group or class, taking turns and sharing fairly;
- Respond to significant experiences, showing a range of feelings when appropriate;
- Dress and undress independently and manage own personal hygiene;
- Form good relationships with adults and peers;
- Have a developing awareness of own needs, views and feelings and be sensitive to the needs, views and feelings of others;
- Select and use activities and resources independently;
- Understand that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously;
- Have a developing respect for own culture and beliefs and those of other people;
- Continue to be interested, motivated and excited to learn;
- Understand that people have different needs, views, cultures and beliefs that need to be treated with respect;
- Consider the consequences of words and actions for self and others and be confident to try new activities, initiate ideas and speak in a familiar group;
- Understand that they can expect others to treat their needs, views, cultures and beliefs with respect;
- Understand what is right, what is wrong and why;
- Maintain attention and concentrate;
- Take into account the ideas of others;
- Display a strong and positive sense of self-identity and be able to express a range of emotions fluently and appropriately;
- Understand that animals including humans move, feed, grow, use their senses and reproduce;
- Recognise their responsibility in caring for younger children and / or their pets, why families are special for caring and sharing, why teasing is hurtful.

APPENDIX 3

Key Stage 2: Teaching Progression

Key Stage 2 Science National Curriculum: As part of PSHE and Citizenship, by the end of Key Stage 2 pupils should learn:

- Why being different can provoke bullying and why this is unacceptable.

The objectives below should be covered in Years 5 and 6

Children should:

- Recognise their changing emotions with friends and family and be able to express their feelings;
- Recognise the pressure of unwanted and inappropriate physical contact, and know how to deal with it;
- Understand the basic facts about the processes of conception, pregnancy and birth;
- Know about the physical and emotional changes that take place at puberty, why they happen and how to manage e.g. periods and wet dreams;
- Understand puberty happens at different times for different people;
- Know that safe routines can lessen the spread of viruses including the HIV virus;
- Recognise that humans and animals can produce offspring and these grow into adults;
- Recognise the similarities between themselves and others and treat others with sensitivity;
- Be able to: recognise and express pride in themselves; recognise and name the basic feelings of being happy, sad, frightened, angry; make a friend, talk with them, and share feelings; recognise when they feel safe and unsafe; use simple safety rules; talk with someone they trust when they are worried;
- Know and understand: that both babies and pets have needs, that they have some control over their actions and bodies;
- Know that the life processes common to humans and other animals include nutrition, growth and reproduction;
- Know the main stages of the human lifecycle;
- Recognise and compare the main external parts of the bodies of humans including the words for the male sexual body parts (penis) and the female sexual body parts (vagina) [Vocabulary to be taught as part of the Year 3 teaching programme];
- Recognise and tell others with pride and confidence what they are good at;
- Express opinions e.g. about relationships and bullying;
- Listen to, support their friends, and manage friendship problems;
- Ask for help from a range of adults they know and can trust;
- Recognise and challenge stereotypes in relation to gender about different forms of bullying people and the feelings of both bullies and victims about different family arrangements;
- Understand how the media impacts on forming attitudes;
- Know where individuals, families and groups can go for reliable information;
- Recognise the diversity of lifestyles and why respect for diversity is important;
- Understand why it is important to consider others' points of view, including their parents.

Reviewed: Autumn 2016

Due for Review: Autumn 2018