



## **VISION, VALUES AND COMMUNICATION COMMITTEE**

### **SEX AND RELATIONSHIPS EDUCATION POLICY**

<b>Reviewed by Vision, Values and Communication Committee</b>	Feb 2017
<b>Agreed by Governing Body</b>	8th June 2017
<b>Date of review</b>	Annually

# **Sex & Relationship Education Policy**

## **Sex and Relationship Education Guidance (DfEE 0116/2000)**

*Sex and relationship education is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.*

## **Parental Responsibility**

Sex and relationships education is the right and responsibility of the parent. The school provides sex and relationships education to support parents in fulfilling their responsibility.

## **Our School Values**

We are 'a caring, inclusive church school teaching values for life.'

The core values we focus on are:-

Forgiveness                      Responsibility                      Perseverance

We aim to promote these values throughout our teaching of all areas of PSHE and Citizenship Education, including Sex and Relationship Education (SRE).

## **Moral and Values Framework**

At Minchinhampton School sex and relationship education will reflect the values of our PSHE and Citizenship programme. SRE will be taught in the context of relationships.

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

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

The aim of SRE in our school 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 health related behaviour.

We believe this should take place with consideration of the qualities of relationships within families.

The objectives of Sex and Relationships 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 understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- 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

In order for our pupils to be prepared for puberty and adulthood we recognise SRE has three main elements, all of which are important for a balanced SRE programme:

### **Attitudes and Values**

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and
- developing critical thinking as part of decision-making.

### **Personal and Social Skills**

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict; and
- learning how to recognise and avoid exploitation and abuse.

### **Knowledge and Understanding**

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay, including the avoidance of unplanned pregnancy

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

National Curriculum Science

### Key Stage 1

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

### 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.
- 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.

Such a programme can successfully follow the outline given below;

#### **Foundation**

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.

#### **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.

#### **Key Stage 2**

In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in years 5 & 6. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. 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.

Sex and relationship education should focus 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**

Sarah Bugg is the designated teacher with responsibility for coordinating sex and relationship education.

Sex and relationship education is delivered through science, RE, PSHE, Citizenship, literacy activities and circle time. Sex and relationship education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of a DVD, picture books, discussion, question and answer sessions, looking at case studies, drama and role play.

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.

Resources to teach sex and relationship education include fiction books, reference books, leaflets and extracts from videos.

#### **Channel 4 Living and Growing video Unit 1, 2 & 3 plus work books.**

Unit 1 - Differences / How did I get Here? **Year 2**

Growing up **Year 3/4**

Unit 2 - Changes – **Year 5**

How babies are made / How babies are born - **Year 6**

Unit 3 9-11yrs Girl talk / Boy talk / Let's talk about sex – **Year 6**

#### **BBC - Sex and Relationship Education – Age 9 – 11**

Unit 1 Growing up – Year 5 (Year 6 revision)

Unit 2 Cycle of life – Year 6

Unit 3 Feelings – Year 5/6

Unit 4 Family life – Year 5/6

(Sex and relationship education is monitored and evaluated by the Head teacher, Staff and 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.)

**Resources are reviewed and updated regularly by Sarah Bugg and the Head teacher in consultation with the Governors – January 2016.**

## Specific Issues

- **Parental consultation**

The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the DVDs 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 Curriculum, alternative work would be set.

- **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 Child Protection person in line with the LEA 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

- **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.

- **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 may be involved in the delivery of sex and relationship education, particularly in Key Stage 2.

- **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.

- **Provision for pubertal pupils**

Sanitary Disposal Units are located in the cubicles of the Year 6 girls' toilets. Sanitary Disposal is also available in the Staff Toilets.

The Key Stage 2 staff have a supply of sanitary pads if they are needed by pupils. Supplies are also available in the Staff Toilets.

### **Monitoring and Evaluation**

Monitoring is the responsibility of the Head teacher, named Governor and the Teacher with responsibility for sex and relationship education.

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