



**West Horndon
Primary School**

School Policies

Sex & Relationships

Staff consultation: February 2013

Implemented: June 2016

Due for Review: Summer 2019

Committee: C&A

Signed: 

Date: 14.07.2016

Sex and Relationships Education Policy

Aims and Objectives

Sex and Relationships Education within our school aims to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become active and informed citizens. Information will be delivered in an accepting and honest way, which enables young people to contribute, and as deemed age-appropriate. The school aims to help pupils develop confidence in talking, listening and thinking about sex and relationships. Partnerships between school and parents are the key to success. Parents will be fully informed of policy and practice as they have a very important role in teaching their children about sex, relationships and growing up.

SRE will focus on:

Attitudes and Values

- Learning about the values of family life and stable relationships.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- 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 understanding of differences and with the absence of prejudice.
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions, and to manage conflict.

Knowledge and Understanding

- Information about healthier, safer lifestyles
- Physical development
- Emotions, relationships and reproduction.

Discrete provision and cross curricular links

SRE will be delivered through the close links with the statutory science curriculum.

The discrete SRE programme is as follows;

KS1

- To realise that people and other living things have needs, and that they have responsibilities to meet them
- About the process of growing from young to old and how people's needs change
- To identify and respect the differences and similarities between people
- The names of the main body parts
- To identify and respect the differences and similarities between people
- That family and friends should care for each other

KS2

- To recognise, as they approach puberty, how people's emotions change
- About how the body changes as they approach puberty
- That bacteria and viruses can affect health and that following simple, safe routines can reduce their spread
- To be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
- To recognise and challenge stereotypes
- To explore how the media presents information

Organisation and Deliver

SRE will be taught to in part of a progressive programme that takes account of the needs, maturity and ability of the children.

It will be delivered in the summer term from years 4 - 6.

The content of each year groups learning and teaching will be as follows:

Year 4 – Unit 1 Living and Growing

(Programmes 1,2+3 Differences, How did I get here? Growing Up)

Year 5 – Unit 2 Living and Growing

(Programmes 4,5+6 Changes, How babies are made, How babies are born)

Year 6 – Unit 3 Living and Growing

(Programmes 7,8+9 Girl Talk, Boy Talk, Let`s talk about sex)

The school acknowledges and respects the values of the community and will invite parents in the summer term prior to the children receiving SRE to provide them with the opportunity to view the materials used and ask questions.

The materials that are used to support the learning of SRE and PHSE are;

- 'Health for life' teacher resource books for KS1 & KS2
- Excellence and Enjoyment: Social and emotional aspects of learning SEAL CD-ROM
- Channel 4 teacher resource books,
- Channel 4 DVD 'All About Us Living and Growing'

Special Educational Needs

The inclusion of pupils with learning difficulties/disabilities will take into account the need for some of the language to be explained more carefully. This may mean that after watching the programme with the mainstream class the teacher may decide to answer the children's questions and discuss their perceptions in a smaller group.

The three programmes in each unit last about 15 minutes each. Both boys and girls in all cohorts will watch all the programmes in mixed sex groups. Any follow up work will also be completed in mixed sex groups.

At a later stage once all the films have been watched together and follow up work completed, years 5 and 6 will have an opportunity to work in a single-sex group. This will give the children the chance to talk more openly about their worries and concerns such as personal hygiene and the practical issues related to periods. It may not be always possible to provide teachers of the appropriate sex, but every effort will be made to do so.

Ground rules

Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. A set of ground rules will help teachers create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. Class teachers should use a question box so that difficult questions can be asked and answered without embarrassing the questioner. When answering the questions, the teacher should not identify individuals.

- 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; and
- meanings of words will be explained in a sensible and factual way.

Teaching strategies for SRE

Effective teaching involves varying the methods used. These include teacher exposition, group work, role play, structured discussion, using a variety of resources and circle time. The teaching of SRE will include using a range of these methods to employ pupil participation and create more effective learning.

Who will teach SRE

Sex and relationship education needs a whole-school approach and every teacher needs to support their colleagues as well as being responsible for the elements they themselves are required to teach. Head teachers and Governors should be sympathetic to those who feel uncomfortable teaching sex and relationships education, for example on religious grounds. If external agencies such as a school nurse are used to support the teaching of SRE, there will be discussions before any input, including this policy and confidentiality issues. No visitor will work with pupils in a classroom situation without a teacher present.

Parents have the right to withdraw their children from any SRE that falls outside of the statutory curriculum (*Education Act, 1996*- they cannot withdraw from human reproduction as in NC Science, for example. Any parents expressing concerns will be invited into the school for discussions with the headteacher and teacher responsible for delivering the programme, and to view materials and resources. Should they still decide to exercise this right the school will make provision with another class for the supervision of the child. The parent will be advised that they have an obligation to provide the information at home using information available from the DfES.

Teachers will answer pupil questions appropriately and using their professional judgement, in line with this policy. There is no expectation that any teacher delivering SRE will automatically answer pupil questions, as this may infringe personal boundaries. However, in this instance, pupils will be advised to talk to their parents, another member of staff, or advised as to where they may be able to access information eg helplines, websites, leaflets etc.

Monitoring and Evaluation

Both the policy and classroom delivery will be monitored and evaluated as part of the regular cycle of self review.

Procedures will include:

- evaluation by pupils of both individual sessions and the whole programme focussing on learning outcomes and appropriate delivery
- evaluation of the programme linked to individual teacher feedback.
- Consideration of any parental views received.

The policy will be reviewed, after consideration of all of the above, at least every three years (*Spring 2016*) and ratified by the full governing body.

Support and Training

The governors acknowledge that the effective teaching of SRE, within the PSHE framework, requires particular skills and expertise. All staff will have the opportunity to attend awareness-raising sessions and to discuss whole-school issues. Those staff with specific responsibility for delivering the programme will be consulted as to their particular training requirements, and access to these will be through CPD. It is essential that those teachers delivering the programme are confident in their abilities, and in the support offered by this policy.

Governors will also be offered an annual opportunity to be updated on any changes and developments.