



# Whimple Primary School

## Sex Education and Relationships Policy.



### 1. Context

Whimple Primary School is a community primary school for girls and boys aged 4-11. In each year there are a few children identified with special educational needs. The school covers a rural residential area and also has pupils who travel in from other local villages and towns. The school has an active PTA, which involves itself mostly in fund-raising and supporting the teachers.

### 2. Policy Formation and Consultation Process

The Headteacher, teachers and Governors on the Teaching and Learning sub-committee have formed the policy.

The following issues were considered:

- Aims of the Sex and Relationships Education programme
- The moral and values framework
- The content of the Sex and Relationships Education programme
- The delivery of the programme
- Teaching and learning styles
- The use of visitors to enhance the programme
- Child Protection
- The withdrawal of children
- The monitoring and review of the programme

This policy takes full account of the school's legal obligations and the current DfE guidance.

Our school wishes to ensure all children are valued, that we build strong relationships with parents/carers and the wider community; and that we have robust and sensible policies and procedures in place to protect all children, and support those in specific need.

### 3. Aims of the Sex and Relationships Education Programme

Sex and Relationships Education in this school will be developmental and relate to the age and needs of the children.

The term Sex and Relationships Education is used in this policy rather than Sex Education. This is to stress that our approach goes beyond provision of biological information and also focus' on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

The Sex and Relationships Education programme is taught under the following four headings:

- **Me and Others, Growing up and Changing**
- **Friends, Families and Relationships**
- **Keeping Myself Safe and Healthy**
- **Feelings and Emotions**

## 4. Curriculum Content

### Outline Scheme of Work KS1

<b>Me and Others, growing up and changing</b>	<b>Friends, families and relationships</b>	<b>Keeping myself safe and healthy</b>	<b>Feelings and emotions</b>
<b><i>By the end of Key Stage 1, pupils will be able to:</i></b>			
Recognise and compare the main external parts of the bodies of humans.	Make a friend, talk with them and share feelings.	Recognise safe and unsafe situations.	Identify and share their feelings with others.
Recognise similarities and differences between themselves and others and treat others with sensitivity.		Be aware that their feelings and actions have impact on others.	
		Use simple rules for dealing with strangers and resisting pressure when they feel uncomfortable or at risk.	
<b><i>Pupils will know and understand:</i></b>			
That animals including human, grow and reproduce.	The needs of babies and young people.	The basic rules for keeping themselves safe and healthy.	
That humans and animals can produce offspring and these grow into adults.	Why families are special for caring and sharing.	About safe places to play and safe people to be with.	
Ways in which they are like and different from others.		That they have some control over their actions and bodies.	
That they have some control over their actions and bodies.			
The names of the main external parts of the body			
<b><i>Pupils will have considered:</i></b>			
The similarities and difference between people.	Why families are special.		How their feelings and actions have an impact upon other people.

## Outline Scheme of Work KS2

Me and Others, growing up and changing	Friends, families and relationships	Keeping myself safe and healthy	Feelings and emotions
<b><i>By the end of Key Stage 2, pupils will be able to:</i></b>			
Form opinions that they can articulate to a variety of audiences.	Express opinions, for example, about relationships and bullying.	Identify adults they can trust and who they can ask for help.	Recognise other people's viewpoints and beliefs.
Recognise and challenge stereotypes, for example, in relation to gender.	Be confident in a wide range of situations, such as seeking new friends.	Recognise the pressure of unwanted physical contact, and know ways of resisting it.	Recognise their changing emotions with friends and family and be able to express their feelings positively.
	Listen to, support their friends and manage friendship problems.		Recognise their changing emotions with friends and family and be able to express their feelings positively.
			Balance the stresses of life in order to promote both their mental health and wellbeing and that of others.
			See things from other people's viewpoints, for example, their parents and carers.
			Discuss moral questions.
<b><i>Pupils will know and understand:</i></b>			
That the life processes common to humans and animals include growth and reproduction.	The many relationships in which they are all involved.	That safe routines can help stop the spread of disease.	About different forms of bullying and the feelings of bullies as well as victims.
About the mainstages of the human lifecycle.	Where individual families and groups can find help.	About keeping themselves safe when involved in risky activities.	
About the physical changes that take place at puberty, why they happen and how they manage them.	About, and accept, a wide range of different family arrangements, for example, second marriages, fostering and extended families.	That their actions have consequences and be able to anticipate the results of them.	
How the media impacts on the forming of attitudes.	The diversity of lifestyles.		
<b><i>Pupils will have considered:</i></b>			
Why being different can provoke bullying and why this is unacceptable.	The diversity of values and customs in school and in the community.	When is it appropriate to take a risk and when to say no and seek help.	Others' points of view, including their parents or carers.
	The need for trust and love in established relationships.		

We believe that SRE will be achieved by providing an environment and atmosphere where pupils feel safe and relaxed, and where they have confidence and trust in the knowledge, ability and skills of their teachers.

## **5. Morals and Values Framework and Ethos of the School Statement**

The Sex and Relationships Education programme will reflect the school's overarching aims and supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning.

Pupils will be taught SRE within a framework which models and encourages the following values:

- Being honest with themselves and others
- Developing a critical awareness of themselves and others
- Learning to show tolerance, understanding, respect and care for others
- Acknowledging the rights, duties and responsibilities involved in sexual relationships
- Developing an awareness and belief in one's own identity
- Having a positive attitude towards the value of stable relationships for the upbringing of children
- Acknowledging and understanding diversity with regard to religion, culture and sexual orientation
- Having self-discipline regarding their sexuality.

Other school policies, which have relevance to Sex and Relationships

Education include:

Behaviour

Online safety

Anti-Bullying

Child Protection

Equal Opportunities

Special Educational Needs

Teaching and Learning

Drugs Education

Health and Safety

## **6. Equal Opportunities Statement.**

**Safeguarding is prioritised over equality in all sections of this part of the policy and staff will follow school procedures should they have any concerns.**

This school is committed towards equal opportunities in all aspects of school life. All resources used and teaching and learning will support this commitment.

### **Ethnic and cultural diversity**

Different ethnic and cultural groups may have different attitudes to Sex and Relationships Education. The school will consult children and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups. Children will be taught that female genital mutilation is abusive and not acceptable in any ethnic or cultural community.

### **Varying home backgrounds**

We recognise that our children may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

## **Sexuality**

Our approach to SRE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle homophobic bullying.

## **Special Educational Needs**

We shall take account of the fact that some children may have learning, emotional or behavioural difficulties or physical disabilities that result in particular Sex and Relationships Education needs.

## **7. Delivery of Curriculum Content**

The DfE recommends that all primary schools have a Sex and Relationships Education programme tailored to the age and the physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born (as set out in KS1 & 2 of the Science NC). In the early years, education about relationships should focus on friendship, bullying and the building of self-esteem. Our Sex and Relationships Education programme will ensure that 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
- are prepared for puberty

At this school Sex and Relationships Education is delivered within a whole school approach which includes:

- Discrete curriculum time.
- Teaching through and in other subjects/curriculum areas, e.g. RE., PSHE, Relax Kids
- Teaching elements through the statutory Science KS1 and KS2 curriculum.
- Through planned visits from parents/carers, and younger and older siblings.
- Occasionally through assembly time.
- Through pastoral care and guidance, including circle time and story time.
- Consideration will also be given to appropriate teaching methods [i.e. small group, whole class].
- Single sex groups will be used to deliver parts of the programme as and when appropriate.

## **8. Organisation**

The Head teacher will co-ordinate the overall planning and delivery of the Sex and Relationships Education programme. Children will receive up to one hour per week of timetabled PSHE and Citizenship curriculum, together with other PSHE and Citizenship activities and events as detailed above. This will include Sex and Relationships Education.

Resources are available for parents/carers to view if requested. A range of teaching strategies will be utilised to provide the breadth of effective learning opportunities outlined in the framework for all children.

These include active learning, enquiry and discussion exercises which involve the children's full participation.

The needs of the children are reflected in the planned curriculum, drawing on the children's own experiences and existing knowledge using end of year questionnaires, discussion forums, circle time, visitors and visits

## **9. Specific Issues**

### **Ground Rules**

Teachers will be careful to ensure that their personal beliefs and attitudes do not influence the teaching of Sex and Relationships Education. Ground rules are established in every class in order to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

- Children will be given preparation so that they will know how to minimise any embarrassment they feel.
- Children will be encouraged to use the correct names for body parts as is appropriate for their age.

### **Answering Difficult Questions**

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE/Citizenship Coordinator concerned.

### **Safeguarding**

Children occasionally make personal disclosures, either in class or to individual teachers. The school policy about safeguarding provides guidance for teachers on this matter and must be referred to in conjunction with this policy. Safeguarding procedures must be followed when any disclosures are made and in the case of any allegations against staff the Local Authority Designated Officer (LADO) must be informed.

### **Use of Outside Organisations**

Careful consideration is given to the content, co-ordination and consistency of messages presented to children and an outside organisation is only used to enhance the current programme, not to replace teacher led delivery.

At this school all organisations and visitors who visit to provide curriculum support, are issued with the following code of conduct:

- Be familiar with the school's aims, ethos and policies and plan their involvement in the light of the aims and curriculum at the school.
- Seek to use engaging teaching and learning methods which involve the children actively and communicate at appropriate levels for the age group concerned.
- All visitors will be police checked prior to contact with any children.
- See the LA guidance on the use of External Organisations for more details.

### **Legal Obligations**

As a maintained primary school in England and Wales, Whimple Primary School has a legal responsibility to provide a Sex and Relationships Education programme. The school also has a responsibility to keep an up to date written statement of the policy adopted and this must be available to parents/carers.

### **Parents/Carers Right to Withdraw their Child**

This school is committed to working with parents/carers. Parents/carers have a right to withdraw their children from Sex and Relationships Education lessons which fall outside those aspects covered in the compulsory National Curriculum Science programme of study. Parents/carers wishing to exercise this right are asked to contact the head teacher who will explore their concerns and the possibilities of adjusting the programme or approach. They will also discuss the possible impact that withdrawal from the programme could have upon the child, and the possible negative experiences or feelings that the child might encounter and how these

can be minimised. Once a child has been withdrawn they cannot participate in Sex and Relationships Education until the request of withdrawal has been removed.

### **Provision for Pubertal Children**

Sanitary disposal units are located in the staff toilet. Girls requiring sanitary protection should go to the school office.

### **HIV/AIDS Policy**

The school follows the procedure outlined by the County Council to support children or staff affected by HIV/Aids.

### **The Nature of Support Available to Children**

The school takes its role in the promotion of children wellbeing seriously. Staff will always endeavour to make themselves approachable and to provide caring and sensitive support for children in a number of ways.

### **10. Assessment, Recording and Reporting**

Assessment for PSHE (including Sex and Relationships Education) will be carried out in a variety of ways including:

- children's reflection
- teachers' reflection

This will also be linked into key aspects such as bullying incidents, attendance and behaviour.

The PSHE co-ordinator will monitor the impact of the programme annually with reference to the defined learning outcomes and children's responses; it is included on in a child's annual report.

Any relevant comments from recent OfSTED inspections or other evaluations completed will also be included in the evaluation and review process.

### **11. Dissemination of the Policy**

All staff members and governors will receive or have access to a copy of this policy. A copy of the policy will also be available on the school website.

### **12. Monitoring and Evaluation of the Policy**

The PSHE co-ordinator, in conjunction with the named governor will be responsible for the monitoring and evaluation of this policy.

Any relevant comments from recent OfSTED inspections, healthy schools status, or other evaluations completed will also be included in the evaluation and review process.

### **13. Date for review of the policy**

This policy was adopted by governors in January 2019

This policy will be reviewed in January 2020.