

SEX and RELATIONSHIP POLICY

Kate Lyons

Introduction

"Sex and Relationship Education is 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." SRE Guidance DfEE 2000

Whytemead Primary School's Sex and Relationship Policy is rooted in the UNICEF Convention for the Rights of the Child. As a school we have decided that the following rights are paramount and guide how all members of our school community behave.

The right to feel safe	
Pupils will	play kindly always tell the truth listen to instructions keep our school clean and tidy
Parents will	help their children to behave and support the school in addressing problems encourage children to sort out difficulties in a kind way
Staff will	develop a safe environment implement rewards and consequences system fairly and consistently remind children of their responsibilities towards others

The right to learn	
Pupils will	be the best you can be allows other to learn share your learning
Parents will	support their children and have positive attitude towards school. ensure children arrive at school on time and ready to work. attend parent consultation meetings.
Staff will	maintain a positive learning environment provide a challenging and interesting curriculum.

The right to be treated with respect	
Pupils will	be kind and helpful listen to others treat others as they would want to be treated

Parents will	encourage their children's respectful attitude. cooperative and deal directly with staff about any concerns
Staff will	encourage respect for all by modeling and providing appropriate guidance treat all children and families fairly

Philosophy, Values and Aims

SRE has three main elements of which the following are relevant to teaching at Whytemead:

- 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, emotions and relationships.

Sex and Relationships Education at Whytemead will:

- Be developmental and appropriate to the age and stage of the child
- Be available to all pupils
- Provide information and knowledge
- Challenge beliefs and highlight misconceptions
- Help the child to form positive attitudes and values
- Examine opinions and concepts and encourage discussion
- Develop awareness, respect and responsibility for oneself and for others
- Promote the skills necessary for effective communication
- Encourage positive behaviour
- Equip each child with the assertiveness skills necessary to enable them to make choices

The Aims of Sex and Relationships Education at Whytemead are:

- To develop knowledge and understanding about growth and development and human reproduction;

- To promote the value of loving relationships and of family life;
- To foster self-esteem, self-awareness and a sense of moral responsibility;
- To develop the skills to avoid and resist unwanted sexual experience
- To encourage exploration of values and attitudes, consideration of sexuality and personal relationships and the development of communication and decision making skills.

Contents and delivery of the SRE programme

At Whytemead SRE is taught at a level appropriate to the age of the children incorporating relevant aspects of the non-statutory framework for Personal, Social and Health Education and Citizenship (PSHE) and the National Curriculum for Science.

The Learning Outcomes for SRE are taken from the non-statutory framework for PSHE and the National Curriculum for Science.

Reception

The children will engage with the following questions:

- How can I be a good friend?
- What do I feel and how can I tell other people?
- When can I help myself and when should I ask for help?
- What can my body do and what is it good at?
- What does my body look like?
- What do I need to do to keep clean and healthy?
- When should I say 'No' and how should I say it?

Year 1 and 2

The children will engage with the following questions:

- Who is special to me and why?
- What are my friends like and how are we different?
- What are the different emotions I might feel?
- Who can I share my emotions with?
- What can I do to look after my body?
- How is my body special?
- How do babies change and grow?
- What are the names of the main parts of the body?
- What are my responsibilities now I'm older?

Year 3 and 4

The children will engage with the following questions:

- What can I do when friendships go wrong?
- How do people live their lives differently to me?
- Why is it important to stay clean?
- How do parents care for babies?
- What can I do for myself to keep clean and healthy?
- How are males and females different and what are the different parts called?
- What does it mean to be grown up?
- What am I responsible for now and how will this change?
- How do my actions and emotions affect the way others feel?

- Who can I talk to about the way I feel?

Year 5 and 6

The children will engage with the following questions:

- What qualities do I value in people I know and my role models?
- What practical methods can I use to maintain and improve my relationships?
- What sort of relationships do I have and how have they changed?
- What does it mean to respect others, especially other lifestyles and beliefs?
- What happens to the bodies of boys and girls when they reach puberty?
- Does everyone change at the same rate?
- How are babies made?
- How can I keep my growing and changing body clean?
- How can I stop germs spreading?
- How can I express my feelings positively as I grow up?
- What should adults think about before they have a baby?
- Why are love and trust important?

Sex and Relationships Education will be taught within a supportive atmosphere where pupils feel comfortable and able to express their feelings. A variety of teaching strategies and activities will be used, such as:

- Role play
- Discussion
- Brainstorming
- Displays
- Visits and visitors
- Photographs
- Audio visual aids
- Circle time
- Fiction and non-fiction texts

Delivery of Sex Education Module in Years 5 and 6

Sex Education will be taught in the classroom and as we aim to achieve a balance between the needs of boys and girls they will be encouraged to work together to build up their confidence in dealing with emotional problems, fears and feelings. The programme of Sex Education will be delivered in Year 5, with opportunities to revisit and build on the programme in Year 6.

The class teacher will be involved in the delivery of this programme, with the assistance of other staff as deemed appropriate. Prior to the beginning of the sessions parents of Year 5 pupils will be invited to an informal meeting to discuss the format of the lessons. It will also be possible to discuss specific issues such as menstruation and puberty separately i.e. all Year 5 girls or all Year 5 boys - to reduce the risk of personal embarrassment or awkwardness. More personal surroundings may also be required. We feel a moral as well as an educational duty should prepare pupils for the physical, mental and social changes which take place as they develop into adulthood. By approaching Sex Education in a sensitive, unthreatening and developmentally appropriate way it is hoped that we can build upon our pupils' existing knowledge and understanding of their bodies, relationships and the world in which they live in. This should help pupils with any problems they may encounter during puberty. It will also develop the skills they will need to become confident adolescents.

Assessment

Assessment in sex and relationships education should:

- Be planned from the beginning as an integral part of teaching and learning;
- Provide regular opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next;
- Involve pupils in discussion about learning objectives and desired outcomes.

Teachers may use the following methods to assess learning:

- Self-assessment with pupils writing and drawing an evaluation of their feelings about their learning;
- Teacher assessment with teachers observing and listening to the pupils' responses, or assessing their written work, drawings, role play or drama.

Roles and Responsibilities

The Governing Body will:

- Ensure the legal framework is followed;
- Ensure that all SRE is placed in the context of moral values and family life;
- Consult with parents on the school's policy for SRE;
- Implement the SRE policy with the Headteacher;
- Include a summary of the content and organisation of SRE in the school prospectus;
- Ensure all parents are aware of their right to withdraw their child from any SRE which is in addition to the National Curriculum;
- Ensure the policy is reviewed regularly.

Headteacher

The Headteacher will:

- Implement the Policy for Sex and Relationship Education;
- Ensure that the Policy is followed;
- Liaise with the governors on the teaching of the Policy in school;
- Liaise with parents and any external agencies;
- Provide appropriate and sufficient resources;
- Ensure that the SRE Policy is reviewed as part of the school's three year cycle;
- Respond according to individual problems experienced by children.

PSHE subject leader

The PSHCE subject leader will:

- Write and review the SRE Policy in liaison with the Headteacher;
- Write and review the Scheme of Work for SRE in liaison with the Headteacher;
- Monitor the delivery of SRE in liaison with the Headteacher;
- Provide access to information, guidance, support and training to school staff for SRE;

School staff, including support staff

School staff will:

- Teach sex and relationship education in accordance with the SRE Policy;
- Implement the agreed Scheme of Work;

- Respond to the individual needs of the children, giving them relevant support should a child be experiencing difficulties;
- Respond appropriately to individual questions of a sensitive nature after liaising with parents first;
- Respond appropriately to those children whose parents wish them to be withdrawn from aspects of the non-statutory SRE programme.

Visitors

The school may use the School Nurse or other health professionals to enhance the delivery of the SRE programme. Any such visitor will follow the school's planned programme for SRE and copies of the school's SRE Policy will be made available to them prior to their visit.

Involvement of Pupils and Parents and the right of withdrawal

Guidance states that all parents should be consulted and involved in discussions about sex education. All parents are provided with a summary of the SRE policy and programme on admission and the complete policy is available on request and on the school web-site.

Parents have the right to withdraw their child from all or part of a sex education programme except for those parts that fall within the statutory National Curriculum and a statement to this effect is provided in the school prospectus, a copy of which is given to all parents on admission. The request for withdrawal should be put in writing and will be put onto the child's school record.

Answering Questions and Sensitive Issues

Governors and teachers are in agreement that teachers should answer all children's questions relating to SRE in an open and factual way, taking into consideration the family background, culture, religious beliefs and pupils' differing experiences. The following ground rules have been established:

- Teachers should not enter into discussion about personal issues or lifestyles;
- No-one (child or adult) has to answer a personal question;
- Nobody is forced to take part in a discussion;
- In discussion, teachers will promote the knowledge and use of 'accepted' names for external body parts (see below);
- Teachers will always involve parents before answering questions of a sensitive nature;
- Meanings of words are explained in a sensible and factual way.

An individual child may ask an explicit or difficult question in the classroom. Teachers will use their discretion in these situations, and may use the following strategies in responding to questions:

- Reassure the child;
- Try to find out why the child is asking the questions, and exactly what they want to know;
- Determine the child's present level of knowledge and understanding;
Offer a simple answer, and if appropriate back up with a relevant story or picture;
- If the answer required is more complex, the teacher will meet with the child's parents/carers at the end of the day to discuss the issue;
- Occasionally, questions will be answered later on in the day instead of immediately, in order to find an appropriate time for responding

If children ask specific questions about the following terms, or if children use the following terms and it is felt that an explanation should be given the following definitions may be shared with the children. The guidelines for answering difficult questions will be followed in all cases (see above).

a) Lesbian/Gay/Homosexual

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Our basic response will be that all families are different. Some children have a mum and a dad as their parents; some children have just a mum or a dad; some children have two mums and some have two dads. If a family has two mums or two dads we call those parents gay and/or lesbian or homosexual depending on their gender.

b) AIDS/HIV

We all have 'germbusters' in our body which help us to fight germs. However, there are some germs called HIV which fight germbusters and destroy them. If someone has HIV and they get ill their germbusters cannot fight the germs. This illness is called AIDS.

c) Sex

'Sex' is whether you are male or female.

d) Sexy

'Sexy' means attractive and is a word used by adults, not children.

e) Naming body parts

As a staff, the issue of naming body parts has been discussed, and it is felt that it is not appropriate to teach the names of sexual organs as part of the sex and relationships education programme. However, as part of the responsive approach, if children ask specific questions, the terms 'penis', 'vulva' and 'vagina' may be used in line with the guidelines for answering difficult questions.

Definition of the family

Teachers will base work on families and family life on the following definition of a family:

"A family is a nurture group of significant individuals who care for one another".

This definition in its wording above is for the teachers' own use and will not be shared with the children. In order to show due regard for family life, staff will ensure that they have knowledge about the children's backgrounds, and will respect each child's individual circumstances, without making value judgements.

Inclusion

In support of the school policies for Race Equality, Equal Opportunities and Inclusion, all pupils, regardless of age, ability, gender or race have the same opportunity to benefit from SRE, resources and teaching methods.

Confidentiality

Although an atmosphere of trust is encouraged, teachers will not offer pupils or their parents/carers unconditional confidentiality. Information about behaviour likely to cause harm to the pupil or to others will be passed on to the appropriate agency via the Headteacher as the designated Child Protection Officer. Child Protection procedures will be followed.

References:

- Sex and Relationship Education Guidance: DfEE July 2000
- Sex Education Guidelines: West Sussex LEA
- Sex and Relationships: OfSTED 2002
- Framework for Personal and Social and Health Education and Citizenship at KS1: 1999
- National Healthy School Standard
- The Education Acts 1986, 1988, 1993 and 1996
- National Curriculum Programme of Study for Science
- School policies and schemes of work for Science and PSHCE



Appendix

THE GATTONS INFANT SCHOOL

A Summary of the Sex and Relationships Education Policy for parents and carers

Definition of Sex and Relationship Education

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SRE Guidance DfEE 2000

The Aims of Sex and Relationships Education at the Gattons

- To develop knowledge and understanding about growth and development and human reproduction;
- To promote the value of loving relationships and of family life;
- To foster self-esteem, self-awareness and a sense of moral responsibility;
- To develop the skills to avoid and resist unwanted sexual experience;
- To encourage exploration of values and attitudes, consideration of sexuality and personal relationships and the development of communication and decision making skills.

Sex and Relationships Education at The Gattons will:

- Be developmental and appropriate to the age and stage of the child
- Be available to all pupils
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- Challenge beliefs and highlight misconceptions
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- Examine opinions and concepts and encourage discussion
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All parents are provided with this summary of the SRE policy and programme on admission and the complete policy is available on request and on the school web-site.

Parents have the right to withdraw their child from all or part of a sex education programme except for those parts that fall within the statutory National Curriculum; a statement to this effect is provided in the school prospectus, a copy of which is given to all parents on admission. As The Gattons chooses to only teach those aspects of Sex Education as detailed in the Science National Curriculum parents are not able to withdraw their children from those lessons. Any request for withdrawal from the PSHCE aspects should be put in writing and will be put onto the child's school record.

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At The Gattons SRE is taught at a level appropriate to the age of the children incorporating relevant aspects of the non-statutory framework for Personal, Social and Health Education and Citizenship (PSHCE) and the National Curriculum for Science.

The following are compulsory:

- Recognise and compare the main external parts of the bodies of humans (see below);
- Recognise similarities and differences between themselves and others and treat others with sensitivity;
- That animals, including humans, move, feed, grow, use their senses and reproduce;
- That humans and animals can produce offspring and these grow into adults.

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