



Milecastle Primary School

Sex and Relationship Education Policy

May 2017



MILECASTLE PRIMARY SCHOOL

SEX AND RELATIONSHIP EDUCATION POLICY

INTRODUCTION

WHAT IS SEX AND RELATIONSHIPS EDUCATION?

'It 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.

It has three main elements:

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;

NB these are not part of the primary curriculum

- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and
- the avoidance of unplanned pregnancy'.

(Sex and Relationship Education Guidance, DFEE 2000)

WHY TEACH IT?

'Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives.

Sex and relationship education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life.

Effective sex and relationship education does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills which are particularly important today because of the many different and conflicting pressures on young people'.

(Sex and Relationship Education Guidance, DFEE 2000)

AIMS

At Milecastle Primary School we aim to deliver a whole school programme of sex and relationships education as part of the science and PSHE curriculum within the broad themes of:

- developing confidence and responsibility and making the most of pupils' abilities
- preparing to play an active role as citizens
- developing a healthier, safer lifestyle
- developing good relationships and respecting differences between people.

This will ensure that all 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.

GUIDELINES AND IMPLEMENTATION

Sex and relationship education will be delivered throughout school from Reception to Y6. It will be delivered through PSHE sessions by the class teacher or an outside visitor e.g. the school health adviser and will reflect the age of the children.

The following elements will be taught through the science curriculum:

KS1

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

KS2

- That the life processes common to humans and other animals include nutrition, growth and reproduction
- About the main stages of the human life cycle.

TEACHERS WILL:

- Establish ground rules- no-one 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.
- Provide an atmosphere in which children can express their feelings without fear of evaluation or judgement in both planned and spontaneous discussions.
- Try to depersonalise discussions using role play and using case studies with invented characters
- Deal with questions - if questions are too personal teachers should remind children of the ground rules, teachers should be honest if they don't know the answer to a question. If a question is too explicit, age-inappropriate or unsuitable for the whole class or raises concerns about abuse, teachers should acknowledge it, reassure the pupil that they (or someone else) will attend to it later, possibly on an individual basis. A teacher may also recommend that the question may be better to be asked of a parent.
- Adhere to school's confidentiality policy
- Not use their personal beliefs and attitudes to influence the teaching of Sex and Relationship Education within the PSHE Curriculum.

SCHOOL WILL:

As a school we aim to deal with the following/all issues sensitively and honestly.

Children will learn the significance of marriage and stable relationships as key building blocks of community and society but this will be done so as not to stigmatise children whose home circumstances may be different.

Children in Y4, Y5 and Y6 will be shown 'Living and Growing', a Channel 4 DVD which deals with body changes and preparation for puberty. The children will watch parts of the programme in single and mixed sex groups with a member of staff who will allow time for discussion and questions. If a child raises an issue or a question of a sensitive nature, this will be dealt with appropriately.

Parents and carers receive information about this and can view the DVD. They have the right to withdraw their child from Sex and Relationship Education except for those parts which are included in the statutory National Curriculum for science. Children who are withdrawn will spend the session in another class.

CONCLUSION

At Milecastle we intend sex and relationship education to be sensitive to the needs of cultural belief and parental agreement. We seek to work in partnership with parents and believe that they are the key people in teaching children about sex and relationships, maintaining the ethos of the family and helping children cope with the emotional and physical aspects of growing up.

School shares a responsibility with parents to provide Sex and Relationship Education in a setting which is safe and assists children to prepare for adult life by supporting and helping them to understand themselves, respect themselves and others and form and sustain healthy relationships.

LINKS WITH OTHER POLICIES AND GUIDANCE

Safeguarding and Child Protection Policy

Behaviour and Discipline Policy

Science and PSHE Curriculum

Sex and Relationship Education Guidance, DFEE, 2000



APPENDIX A: CONFIDENTIALITY STATEMENT

RATIONALE

Children cannot learn effectively if they are concerned or frightened about being abused or being victims of violence in the home. They have a right to expect schools to provide a safe and secure environment. Any fear or worries they have should not go unnoticed by staff.

Teachers need to be aware that effective sex and relationships education, which brings an understanding of what is and what is not acceptable, can lead to the disclosure of a child protection issue.

IMPLICATIONS

If a member of staff suspects that a child is a victim of abuse or they have reason to believe that he/she is at risk of abuse, this should be dealt with following the school's Safeguarding and Child Protection procedures. The Designated Persons at Milecastle are the HT and DHT.

Disclosures from pupils may take place at an inopportune time or place. The teacher may be able to discuss the issue with an appropriate colleague without giving the name of the child. If not, the teacher or member of staff should:

- talk individually to the child before the end of the school day
- reassure the child that their best interests will be maintained
- encourage the child to talk to a parent/carer or other trusted adult and give them support to do so
- ensure the child knows that staff cannot offer unconditional confidentiality
- reassure the child that if confidentiality has to be broken, he/she will be informed first and then supported appropriately
- follow the school's child protection procedures if there is any possibility of abuse
- make sure that the child is told about confidential sources of help e.g school nurse, FWSO, NSPCC/Childline
- stick to ground rules for the sessions.

CONCLUSION

No member of staff can offer unconditional confidentiality but they can provide a safe and secure environment in which a child can discuss their fears or worries with the knowledge that they will be dealt with professionally and with the child's best interests at heart.