

# Woodbury Church of England Primary School



## Sex and Relationships Policy

Policy adopted by staff	March 2016
Policy passed by Governors (FGB)	February 2017
Review date	March 2018

### School Aims

We aim to provide a safe, happy and inspiring environment in which our children:

- feel valued and appreciate the beliefs, uniqueness and talents of others
- be happy, self-confident and resilient individuals
- love learning and have high expectations to achieve their potential
- be responsible, caring and active members of the community and wider society
- acquire the life skills needed to be safe and succeed in an evolving world

We aim to ensure Christian values are seen in action.

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“Sex and Relationships Education (SRE) is lifelong learning about physical, moral and emotional development.”

### 1. Context

Woodbury Church of England Primary School is a community primary school for girls and boys aged 4-11. The catchment area of the school comprises of children who come from both single and dual parent families. In each year there are a few children identified with special Educational needs. There is a wide social mix and very varied family backgrounds. The school covers an urban residential area and also has children who travel in from local outlying villages. The school has an active PTFA, which involves itself mostly in fund-raising and supporting the teachers.

### 2. Policy formation and consultation process

This policy outlines the purpose, nature and management of sex and relationships taught in our school. It should be read alongside the PHSE policy.

Under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which:

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

The governors at Woodbury C of E Primary School have overseen the production and development of a SRE policy which will be made available to parents on our school website and have decided to deliver a SRE programme in addition to that which is part of the statutory Science Curriculum.

The school recognises the contribution that SRE in the primary school can make to government health targets. SRE in the primary school builds the foundations of knowledge, skills and attitudes which help young people to make positive, informed and safe choices about their health and well-being both now and in later life.

The policy will be reviewed on a bi-annual basis. This review will be led by the PHSE Co-ordinator and will be informed by: staff and pupil evaluation of the programme; any relevant local/national issues; relevant changes in the law/good

practice guidance; the results of parent questionnaires; new resources becoming available; requirements of the Enhanced Healthy Schools' status; and pupil needs.

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 latest DfES guidance 'Sex and Relationships Education Guidance' (DfES 2000).

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. In addition to this, parents are invited to preview the Educational material, which forms a basis to our planning and teaching of Sex and Relationships, before the actual teaching begins, so that they can support their child's learning and understanding at home, or decide to withdraw their child from the programme.

### **3. Aims of the Sex and Relationships Education programme**

To equip children with the knowledge, skills and attitudes to enable them to manage the responsibilities associated with adult life and to form and maintain positive and fulfilling relationships.

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

#### **Objectives:**

- To develop an awareness of the importance of relationships and enable children to practise skills that will help them to build and maintain them
- To provide factual information on human reproduction and birth
- To encourage respect for difference and diversity
- To prepare young people for the physical and emotional changes associated with puberty
- To provide a positive and open view of sex and sexuality and support sexual self-acceptance
- To ensure that all young people know who can support them and how to access this support
- To work in partnership with, and support the role of, parents
- To model positive relationships throughout the school
- To actively challenge stereotypes, prejudice and sexual exploitation and give children the skills to critically analyse media messages
- To give opportunities for pupils to develop and practise decision-making skills with regard to the range of possible consequences
- To promote, and encourage children to make, healthy lifestyle choices
- To use agreed terminology to discuss sexual body parts throughout the school

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 to also focus on clarifying attitudes and values, and developing self esteem and the skills to manage relationships.

The SRE policy has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

Behaviour Policy, which includes the Anti-Bullying Policy

Confidentiality Policy

Equality Policy

Health and Safety Policy

Online Safety Policy  
SEND Policy  
PSHE policy  
RE Policy  
Safeguarding/Child Protection Policy

#### **4. 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.

All are encouraged to promote the following values:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility to their family, friends, school and wider community

Through PSHE we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and enhance self-confidence. This is guided by the values of:

- Respect
- Responsibility
- Honesty
- Love
- Cooperation

#### **5. Equal opportunities statement**

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive SRE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE 2014b).

#### **Varying home backgrounds**

We recognise that children at the school come from a range of family backgrounds, these include: children whose parents are not married; children whose parents have divorced or separated; children in public care; children living with foster parents, grandparents, parents of different ethnicities, disabled parents, same-sex parents and single parents. We will endeavour to ensure that children see these family groupings and relationships represented and affirmed within the SRE curriculum and resources.

In planning the SRE programme we have used learning outcomes suggested by Ofsted in their report on SRE (2002). These incorporate the statutory elements of sex education that come within the Science curriculum. We have also given due regard to the SRE guidance issued by the DfEE in 2000 and Sex and Relationships Education for the 21st Century - PHSE Association and Sex Education Forum 2014.

Planning has taken account of the diverse needs of pupils and sessions will be differentiated as appropriate.

#### **The needs of boys as well as girls**

Girls tend to have greater access to Sex and Relationships Education than boys, both through the media (particularly magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

#### **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.

## **Sexuality**

Our approach to SRE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle homophobic bullying. It is also crucial for lessons to help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help.

## **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.

## **6. Curriculum content and Delivery**

Content and delivery will be matched to the age, maturity, understanding and needs of the pupils in each year group. We will use various methods at the beginning of each year to assess children's current knowledge, understanding and skills in order to ensure that the content of the programme is relevant.

In order to promote common understanding amongst the children we make use of the correct terminology to discuss sexual body parts in school. Whilst we acknowledge that children have different family names for sexual parts we teach and encourage the use of the scientific names. Children need to learn the correct biological/medical names for the genitalia and reproductive organs. Having the right language to describe the private parts of their body – and knowing how to seek help if they are being abused – are vital for safeguarding. The words we will use include: penis, vagina, clitoris, testicles, breasts, nipples. This language is reflected in the resources used to deliver SRE.

In November 2013, the Office of the Children's Commissioner (OCC) completed an inquiry into child sexual exploitation (CSE) which has raised awareness of the prevalence of this issue and the urgent need to tackle it. Younger pupils should learn that their body belongs to them and that they can say who has access to it. This is a key element in a school's approach to safeguarding. Learning to respect boundaries – their own and other people's – helps children to understand the need to obtain consent and that everyone has the right to offer or withhold their consent for any activity, sexual or otherwise. (Sex and Relationships Education for the 21st Century - PHSE Association and Sex Education Forum 2014)

## **7. Delivery**

The PSHE Lead will co-ordinate the overall planning and delivery of the Sex and Relationships Education programme. The formal SRE programme will be delivered in each year group through a weekly PHSE session. It will also be delivered through broader topic-based work and through other curriculum subjects, for example Science, and RE. There will also be opportunities for more informal SRE through assemblies, circle-time, story-telling, pretend play. Children will be encouraged to recognise and apply the knowledge and skills they learn in PHSE to other contexts both within, and outside of, the school setting.

We recognise that SRE sessions require the use of a range of teaching and learning strategies in order that children have the opportunity to develop skills, explore attitudes and values and acquire knowledge. The range of teaching and learning strategies employed in the delivery of SRE at Woodbury C of E Primary include watching dvd clips, discussion, role-play, quizzes, drama, case studies, matching exercises, drawing, and debates. Individual teachers will ensure that all pupils are able to access the activities to be employed. Appropriately differentiated activities will be provided for pupils who need these.

Children will be made aware of the intended learning outcomes of each lesson/topic so that they can assess their own development and make progress.

SRE will be delivered by class teachers. We ensure that both male and female pupils receive information on the emotional and physical changes of the onset of puberty in both genders. This information will be taught in class groups. In Year 5 and 6 whilst most sessions will be delivered to class groups, some of the sessions on puberty may be delivered to gender groups so that the children have the opportunity to ask questions that they might feel less comfortable asking in a mixed gender group. There may be occasions where groups of children, particularly those with additional learning needs, are taught SRE in smaller groups or individually in order to maximise their learning. They may also have additional support from a teaching assistant.

Our resources are centrally kept in the classes where the topics are covered and some in the central store cupboard and are available for parents/carers to view if requested. They will also be available to view at certain points of the year.

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 programme, drawing on the children's own experiences and existing knowledge through the use of:

- the 'draw and write' technique
- end of year questionnaires
- discussion forums
- circle time
- suggestion/question boxes in classrooms
- visitors and visits

All members of staff are committed to delivering the Sex and Relationships Education programme, and they are supported by a regular in-service training programme. Non-teaching staff may be involved in a supportive role in some Sex and Relationships Education lessons and also play an important, informal pastoral support role with children. They will have access to information about the Sex and Relationships Education programme and are fully supported in their pastoral role.

The programme is also supported by a range of outside organisations and visitors who enhance the delivery of the programme and provide relevant and specialist information.

## **8. Specific issues**

### **Ground Rules**

Teachers will be careful to ensure that their personal beliefs and attitudes do not influence the teaching of SRE. 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.

### **Answering difficult questions**

Children are naturally curious and we believe that if a child asks a question they require an honest and factual answer. This is true of questions asked in all curriculum areas and at other times during the school day.

- All staff in the school will answer children's questions around sex and relationships issues in line with the following guidance which is based on that given by the Local Authority:
- Questions will be answered in a factual manner without any personal bias and with reference to the age and understanding of the child / children.
- If the answer to a question isn't known the class teacher will suggest that the class do some research to find out the appropriate information
- In some situations staff will sensitively turn the question back on the pupil to establish what they already know, for example "that's a very interesting question, I wonder why you are asking that" or ask the rest of the class whether they know the answer "does anyone else know the answer to that question?"
- All staff have considered questions that may be asked in SRE sessions and discussed suitable answers.
- If it is felt that it is not appropriate to answer a question in a whole class setting the teacher will explain this sensitively and will give an answer to the child individually at the end or refer the child to their parents.
- In all PSHE/SRE sessions an anonymous question box will be available so that all children feel able to ask questions and receive appropriate answers. All questions that are placed in the box will be answered in an age-appropriate, factual manner.

## **Safeguarding Children, Confidentiality and Child Protection**

All staff members at Woodbury C of E Primary have a duty to safeguard the well-being of children.

At Woodbury C of E Primary we recognise that the open discussion associated with PHSE/SRE may lead to children making disclosures about things that they are worried about or about abuse. There may also be occasions when a teacher may hear things or observe activity/behaviour that may raise concerns of a child protection issue. In these situations the teacher will consult the school's Designated Safeguarding Lead. The Designated Safeguarding Lead will then work in line with the relevant school policies in terms of any further action that may be taken.

We use group agreements within PHSE/SRE sessions in order to ensure that children are aware that teachers cannot offer complete confidentiality in all instances.

Where a staff member has to disclose information to another party, this will be done following discussion with the pupil if this is possible and appropriate. Sensitive information is only disclosed internally or externally with careful attention to the rights and needs of individuals.

For more detailed information on the processes for child protection please consult the school's Child Protection and Safeguarding policy which are available on the school website.

## **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 LEA guidance on the use of External Organisations for more details.

## **Legal obligations**

As a maintained primary school in England and Wales, Woodbury C of E 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. We will notify parents when particular aspects of sex and relationships education will be taught, by letter, offering time for the parents to view the material that will be taught. 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 young women's menstruation needs**

Sanitary disposal units are located in the disabled toilet and in the year 6 classroom toilet. Girls are made aware of this provision at the start of the school year. Supplies are kept within school to deal with emergencies. However, parents are expected to send pupils to school with adequate sanitary protection for the day. Both male and female pupils are educated about periods through the SRE curriculum to encourage empathy.

## **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's wellbeing seriously. Staff will always endeavour to make themselves approachable and to provide caring and sensitive support for children in a number of ways.

### **9. Assessment, recording and reporting**

#### **Assessment**

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

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

### **10. Dissemination of the policy**

All staff members and governors will receive a copy of this policy. A copy of the policy is also available on the school website.

### **11. Monitoring and evaluation of the policy**

The Curriculum Committee of the governing body monitors our sex education policy on a bi-annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of the sex education programme that we teach in our school. Governors should scrutinise materials to check they are in accordance with the school's ethos.

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

The policy will be reviewed in March 2018