



This policy is under review pending Government guidance. February 2019.

UNDER REVIEW

SEX AND RELATIONSHIPS EDUCATION POLICY

Introduction

Huntington Community Primary School is committed to providing Sex and Relationship Education to all pupils taking into account the individual requirements of all pupils. Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

This policy was developed and agreed in consultation with Trustees, senior management team, all staff, teaching and non-teaching, parents, pupils and other relevant outside agencies, e.g. PSHE Consultant and school nurses. This policy has obvious links with other school policies and reference to which policies will be identified.

This policy reflects national aims and priorities including DfEs 0116/2000 Guidance (SRE Guidance), National Healthy Schools Standard; Sex and Relationship Education Guidance, SRE OFSTED section 10 of Schools Inspection Act 1996.

Aims and objectives

Sex and Relationship Education should enable young people to make responsible and well informed decisions about their lives. It helps support young people through their physical, emotional and moral development. A successful programme firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood (DfEs, SRE Guidance 2000).

The main aims of our Sex and Relationship Education are

- Enable each pupil to develop confidence and self-esteem.
- Provide accurate information and correct any misunderstandings.
- Enable pupils to explore their own and others feelings, views, attitudes and values towards Sex and Relationships Education.
- Encourage young people to understand human sexuality and to respect themselves and others.
- Understand the nature and importance of marriage for family and bringing up children but also that there are strong and mutually supportive relationships outside marriage.

Roles and responsibilities

Trustees

As part of their general responsibilities for management of the school, the Trustees have played a key role in the development of the schools policy for SRE (refer to DfEs guidance 0116/2000). They will continue their involvement through regular evaluation of it.

Senior Management Team

Senior Management Team takes overall responsibility for this policy and its implementation and for liaison with the Board of Trustees, parents, LEA and appropriate outside agencies.

The Headteacher has appointed a PSHE co-ordinator who will work with and attend senior management meetings.

PSHE Co-ordinator

The Co-ordinator together with the senior management team has a general responsibility for supporting other members of staff in the implementation of this policy. The PSHCE Co-ordinator will provide a lead in the dissemination of information relating to Sex and Relationship Education. They are responsible for identifying and providing good quality resources and arranging in-service training.

Parents

Parents are encouraged to support the schools Sex and Relationship Education programme and have access to this policy. The school plays its part in ensuring that parents are kept up to date in developments in SRE including the content and organisation of the Sex and Relationship programme. Parents have the right to withdraw children from the programme and should be informed of the procedure for making complaints.

A letter is sent to all parents and they are given the option to opt out of their child participating in the session.

During the Summer Term of each academic year parents will be invited into school to view the resources that will be used during the Year 5 and 6 Sex Education days.

Pupils

Pupils have an entitlement to age and circumstance appropriate Sex and Relationship Education and to pastoral support. They will be actively consulted about their Sex and Relationship Education needs and their views will be central to developing the provision.

All staff

All staff, both teaching and non-teaching, should be aware of the policy and how it relates to them. Any staff involved in Sex and Relationship Education has opportunities for relevant training.

Equal Opportunities Statement

Sex and Relationship Education will be provided to all pupils with consideration of any particular needs (see equal opportunities policy) responding to the diversity of children's cultures, faiths and family backgrounds.

Moral values framework

Huntington Community Primary School believes that:

- All pupils have an entitlement to Sex and Relationship Education that should encourage them to respect themselves and others.
- Sex and Relationship Education should be delivered in the context of family life and with regard to the religious beliefs of the school.
- Sex and Relationship Education is important in contributing to children's overall personal development.
- Sex and Relationship Education is a whole school issue.

This policy reflects the school ethos, CARE: to consider and respect everyone.

Pupils will be encouraged to value differences between people and the variety of relationships that are loving and caring. Sex and Relationship Education will take place in a way that supports pupils' spiritual, moral, social and cultural development. The school believes that honest, sensitive and responsible Sex and Relationship Education is relevant and necessary for our pupils.

This policy and its supporting schemes of work seek to acknowledge that this area of the curriculum is challenging and sensitive for many pupils, parents and teachers and to set out how we aim to meet those challenges.

Schools provision for Sex and Relationship Education in line with statutory and non- statutory guidance

Sex and Relationship Education should be supported by a schools wider curriculum for personal, social and health education.

This Sex and Relationship Education Policy implements the National Curriculum Science that at: Key Stage 1, children are taught that:

- *Humans move, feed, grow, and use their senses and reproduce (1(b))*
- *Pupils should be able to recognise and compare the main external parts of human bodies (2(a))*
- *Humans can produce offspring and these grow into adults (2(f)).*

Key Stage 2, children are taught that:

- *the life processes common to humans include nutrition growth and reproduction (1(a))*
- *about the main stages of the human life cycle (2(b)).*

With the implementation of Every Child Matters and the Children's Act 2004, there will be new OFSTED framework that will put more emphasis on the non- statutory PSHE curriculum.

PSHE & Citizenship

At Key Stage 1 and 2 pupils should be able to develop confidence in talking, listening and thinking about feelings and relationships. They should also be able to name parts of the body and describe how their bodies work including being able to protect themselves and asking for help and support. At Key Stage 2 pupils should be prepared for puberty (see *Appendix A* for a full copy of the end of key stage statements for PSHE).

Please refer to the DfES PSHE framework for additional information
<http://publications.dcsf.gov.uk/eOrderingDownload/DfEs-0116-2000%20SRE.pdf>

Sex and relationship education should be supported by a school's wider curriculum for personal, social and health education. In this way, schools can ensure that pupils:

- receive their sex education in the wider context of relationships; and
- are prepared for the opportunities, responsibilities and experiences of adult life.

The combined PSHE and Citizenship framework at Key Stages 1 and 2 is developed through four broad themes and makes clear what is appropriate in the early primary years and the transition year. The present requirements set out within National Curriculum Science and described below should be delivered through these four broad themes and within the context of the National Healthy School Standard to ensure effective provision.

The four themes are:

- developing confidence and responsibility and making the most of pupils' abilities;

- preparing to play an active role as citizens
- developing a healthier, safer lifestyle; and
- developing good relationships and respecting differences between people.

At primary school level sex and relationship education should contribute to the foundation of PSHE and Citizenship by ensuring 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; and
- are prepared for puberty.

Teaching programme, strategies and resources

Sex and Relationship education is delivered by the class teacher and school nurse in whole class or group situations, using a variety of teaching and learning strategies to encompass the broad aims of the PSHCE curriculum.

It is also taught within other curriculum areas e.g. Science, PSHCE, SEAL, Circle time and emotional literacy.

Where the teaching and learning includes issues, which may be sensitive, staff and pupils will work within clearly understood and applied ground rules in line with the school's confidentiality policy and schools agreed ground rules. If a young person discloses information which suggest that they could be at risk then absolute confidentiality cannot be guaranteed. Pupils should be reminded of this when appropriate. Any such disclosure should be reported to the Headteacher. See also LA document guidance for schools and health professionals to support Sex and Relationship Education policies and procedures.

Teaching programmes reflects the pupils' knowledge and understanding of Sex and Relationship issues by implementing a baseline implementation technique.

Specific Sex and Relationships education is delivered in Year 5 and Year 6 in the Summer Term. The school nurse will deliver the main body of the sessions supported by the class teacher and teaching assistants as appropriate. It is important that the class teacher is present as they know the children well and will allow the children to feel supported.

Both Year 5 and Year 6 will watch the designated video resource in the hall (each year group will watch the video separately) after a short introduction from the school nurse. Children will then return to class and be separated into boys and girls. Each group will go to a separate classroom. Whilst in these groups children will have the opportunity to further explore the following topics (including issues which effect the opposite sex) and ask any suitable questions.

In Year 5 the following areas are covered:

- personal hygiene
- male and female body parts
- changes which occur during puberty
- menstruation including the exploration of sanitary products.

In Year 6 the following areas are covered:

- personal hygiene
- male and female body parts
- changes which occur during puberty
- menstruation including the exploration of sanitary products
- human reproduction
- feelings and emotions in relationships.

Resources

The following resources are used in school after careful consideration and evaluation of the materials in line, with national guidelines and the aims of this policy. Year 5 use the Bounty DVD/Video called 'Growing Up - A Guide to Puberty' and Year 6 use the Channel 4 DVD/Video called 'Living and Growing'.

Answering difficult questions

Teachers will establish clear parameters of what is appropriate and in appropriate in a whole class setting, through teaching techniques such as utilisation of ground rules and distancing techniques. In addition, if teachers do not know the answer to a particular question, or feels that the question is inappropriate for the age of that child and which may raise concerns of sexual abuse, the teacher will acknowledge it and attend to it on an individual basis. The school nurse may be the designated person for children to direct their questions to, specifically during the SRE days in Years 5 and 6. Furthermore, child protection procedures will be adhered to.

Confidentiality

Whilst the school attempts to keep confidentiality, it cannot offer or guarantee pupils unconditional confidentiality, but in all cases will adhere to the 1998 Data Protection Act. Teachers are not legally bound to inform parents or the Headteacher of any disclosures unless the Headteacher has specifically requested them to do so. Teachers follow the set procedure if a child is having or contemplating having sex. If sexual abuse is suspected, teachers follow the school's child protection procedures.

Child Abuse and Protection Procedures

If a member of staff is concerned about a child's welfare, they will discuss their concerns with the Headteacher and/or the designated Child Protection person. Consultations and/or referrals will be carried out in accordance with guidance given on the CYC 'Child Protection Procedures'.

Use of Visitors

Where visitors and outside agencies are involved, their contribution must have been planned as part of an overall programme of Sex and Relationship Education. Their contribution should complement the teaching already taking place in the school and adhere to the school's Sex and Relationship Education Policy. It is the school's responsibility to ensure that all visitors are made aware of the school's Sex and Relationship Education Policy.

Implementation of the policy

A copy of this policy is provided for each member of staff and each member of the Board of Trustees. Reference copies are available from the Headteacher for all other persons who come into contact with the pupils. A copy of this policy is available in the school office and on the school's website.

Monitoring and evaluating the policy

This policy will be reviewed every two years by the Trustees, Headteacher, Pupils, PSHCE co-ordinator and relevant outside organisations (e.g. PSHCE Consultant). This will include evaluation of teaching and learning activities, current resources and staff training and the use (if any) of outside visitors. Evaluation tools include discussion groups, feedback from external inspection and formal testing procedures.

Other policies which relate to this policy

Safeguarding & Child Protection, Parental Complaints, Science, Behaviour & Reward, Health Promotion & PHSCE and Equalities.

End of Key Stage Statements for PSHE

The following statements describe the types and range of performance that the majority of pupils should characteristically demonstrate by the end of the key stage, having been taught a relevant programme of PSHE.

Key Stage 1

Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. They can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals (for example sharing toys).

Children can make simple choices about some aspects of their health and wellbeing (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest). They can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy) and they can name the main parts of the body. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely). They can explain that people grow from young to old.

Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates). They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell).

Key Stage 2

Children can demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates). They can express their views confidently and listen to and show respect for the views of others. They can identify positive ways to face new challenges (for example the transition to secondary school). They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. They can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money.

Children can make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise). They can identify some factors that affect emotional health and wellbeing (for example exercise or dealing with emotions). They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. They can identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety).

Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring). They can respond to, or challenge, negative behaviours such as stereotyping and aggression. They can describe some of the

different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

This content relates to the 1999 programmes of study and attainment targets.

UNDER REVIEW



HUNTINGTON PRIMARY

SEX AND RELATIONSHIPS POLICY ~ HISTORY OF CHANGES

| <u>Date of changes</u> | <u>Details of changes</u> |
|-------------------------------|---|
| 2007 | |
| FGB 27/10/11 | |
| March 2014 | <p>Revised by C Walters which included Amendments to page 4 under : Schools provision for Sex and Relationship Education in line with statutory and non- statutory guidance section.</p> <p>The title of the resources used in school was inserted under Resources section.</p> <p>Page 10 : updated the list of policies which relate to the SRE policy (CPW asked at C&S cttee 22/01/14 to amend and re-write sections)</p> |
| 27 March 2014 | Approved by FGB due to the C&S committee being cancelled |
| February 2016 | Updated from HCPS to HPA, Governors to Trustees, Governing Body to Board of Trustees |