

# Sex and Relationships Policy



Alverthorpe St Paul's CE (VA) School 3-11yrs

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Name of Co-ordinator Judith Inman

## **ALVERTHORPE ST PAUL'S CE VA SCHOOL 3-11YRS Sex & Relationships Policy**

Written November 2014, due for review in September 2016

### **Policy Statement**

SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999). Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being. The 1996 Education Act consolidates all relevant previous legislation and states that all primary schools must provide an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. The Sex and Relationship Education Guidance (DfEE 2000) supports this legislation and recommends that all primary schools should have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children.

### **Aims and Objectives**

This policy is a working document which provides guidance and information on all aspects of SRE in the school for staff, parents/carers and governors. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand.

### **Mission Statement**

Alverthorpe St Paul's Church of England School is built upon Christian values. We will provide the highest quality of education through an innovative and exciting curriculum. We believe that everyone should feel safe, secure, valued and respected. We aim for everyone to be the best they can be in everything they do.

### **Christian Values**

Our Christian values underpin our school ethos. We have six values that are explored in detail as part of our collective worship. They are also addressed through the curriculum and are an integral part of our behaviour policy. These values are:

**KOINONIA THANKFULNESS FRIENDSHIP FORGIVENESS TRUST COMPASSION**

### **Equal Opportunities Statement**

The school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from SEN staff.

## Content

### Reception:

<b>Personal Safety</b>	<ul style="list-style-type: none"><li>▪ Safe and Unsafe play areas.</li><li>▪ Safe and unsafe people.</li></ul>
<b>Personal Hygiene</b>	<ul style="list-style-type: none"><li>▪ Why we wash (bacteria and spread of infection).</li><li>▪ How we wash.</li><li>▪ When we wash.</li></ul>
<b>Gender Differences</b>	<ul style="list-style-type: none"><li>▪ Concepts of male and female.</li><li>▪ Identify gender difference in animals and recognise human males and females.</li></ul>

### Key Stage 1

<b>Gender Differences</b>	<ul style="list-style-type: none"><li>▪ Name the different external body parts.</li><li>▪ Explore gender stereotypes.</li></ul>
<b>Relationships</b>	<ul style="list-style-type: none"><li>▪ Explore different types of human relationships (i.e. mother/daughter, mother/father, friendships etc.).</li></ul>
<b>Communication</b>	<ul style="list-style-type: none"><li>▪ Identifying different feelings.</li><li>▪ How to express feelings in a positive way.</li><li>▪ How to stay safe.</li></ul>

### Year 3

<b>Reproduction</b>	<ul style="list-style-type: none"><li>▪ How things grow.</li><li>▪ The Life Cycle.</li><li>▪ How babies are made.</li></ul>
<b>Developing Relationships</b>	<ul style="list-style-type: none"><li>▪ Explore what components make up relationships, such as communication, trust, honesty etc.</li></ul>

#### Year 4

<b>The Body</b>	<ul style="list-style-type: none"><li>▪ Identify the external parts of the body and external reproductive system.</li><li>▪ Identify gender differences.</li></ul>
<b>Changes</b>	<ul style="list-style-type: none"><li>▪ How emotions change as we grow.</li><li>▪ How relationships change as we grow.</li></ul>
<b>Personal Space</b>	<ul style="list-style-type: none"><li>▪ Explore the meaning of personal space and personal safety.</li><li>▪ Explore the concepts of personal hygiene and its importance.</li></ul>

#### Year 5

<b>Relationships</b>	<ul style="list-style-type: none"><li>▪ How to communicate effectively in relationships</li><li>▪ How to deal with changes in relationships and where to get help and advice</li></ul>
<b>Body Image</b>	<ul style="list-style-type: none"><li>▪ What is body image and how does it affect people</li><li>▪ How to create an appropriate body image and gain self-respect</li></ul>
<b>Puberty</b>	<ul style="list-style-type: none"><li>▪ What is it, what happens to males and females and why is it necessary including menstruation and wet dreams</li></ul>

#### Year 6

<b>Body Image</b>	<ul style="list-style-type: none"><li>▪ The importance of personal hygiene as you get older</li><li>▪ Dealing with the pressures relating to body image</li></ul>
<b>Changing Relationships</b>	<ul style="list-style-type: none"><li>▪ Dealing with peer pressure.</li><li>▪ Dealing with the changing relationships with those around you, especially parents/ carers and the importance of communication</li></ul>
<b>Reproduction</b>	<ul style="list-style-type: none"><li>▪ Revisit puberty and reproduction</li><li>▪ Sexual intercourse</li></ul>

## **Organisation**

SRE is normally delivered by class teachers or teaching assistants in mixed gender groups. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school.

St Pauls has a code of practice for using visitors to support the delivery of PSHE:

- Visitors are invited in to school because of the particular expertise or contribution they are able to make;
- All visitors are familiar with and understand the school's SRE policy and work within it;
- All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

## **Specific Issues within SRE**

### **Withdrawal**

Parents/Carers have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited in to see the Head teacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

### **Confidentiality**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. However staff must not promise absolute confidentiality as work relating to SRE may give rise to disclosures about possible sexual abuse. In these cases staff follow the child protection policy.

### **Child Protection**

The school has a separate Child Protection Policy. Effective SRE may bring about Disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

### **Controversial and Sensitive Issues**

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught within the framework of Christian values. Pupils are made aware of a variety of views and beliefs so that they are able to form their own, informed opinions but also understand that others may have different opinions.

### **Dealing with Questions**

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

### **Sexual Identity and Sexual Orientation**

St Paul's School believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively.

### **Dissemination**

The policy is published on the school web site and copies are available from the school office. Training is regularly delivered to staff on the policy content. A short summary of the policy is included in the school prospectus. Content of SRE lessons will be shared with parents as part of transition meetings.

J Inman  
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June 2016